

Zetland Primary School
GEOGRAPHY POLICY

INTRODUCTION

Zetland Primary School follows the new Primary Curriculum Framework introduced in September 2014. This policy outlines the teaching, organisation and management of Geography taught and learnt at Zetland Primary School. Geography is essentially about the study of places, the human and physical processes which shape them, and the people who live in them. Skills developed through Geography help pupils make sense of their surroundings and the wider world. We aspire to provide high quality geographical provision which should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

AIMS

The main aims of our provision are to ensure that all pupils;

- develop contextual knowledge of the location of globally significant places, including defining physical and human characteristics.
- understand the processes that give rise to key physical and human geographical features of the world and they change over time.
- are competent in the geographical skills needed to:
- collect, analyse and communicate with a range of data gathered through experiences of fieldwork
- interpret a range of sources of geographical information
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Key Stage One

Pupils will be taught to:

- develop knowledge about the world, the United Kingdom and their locality.
- develop subject specific vocabulary relating to human and physical geography.
- develop geographical skills, including first-hand observation
- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom
 - understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country
 - identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

- use basic geographical vocabulary (see curriculum plans)
- use world maps, atlases and globes.
- use simple compass directions (North, South, East and West) and locational and directional language
- use aerial photographs to recognise landmarks and basic human and physical features
- use simple fieldwork and observational skills to study the geography of school and the key human and physical features of its surrounding environment.

Key Stage Two

Pupils will be taught to:

- Develop their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America
- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics and key topographical features
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America
- identify features of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- identify human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

- use maps, atlases, globes and digital/computer mapping to locate countries.
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods.

TEACHING GEOGRAPHY

Teaching time

All teaching of Geography is delivered through 6 creative learning themes for each year group. (see curriculum plans) Links are made in Geography to the expectations in English and Mathematics relevant to each age group. From these plans teachers create engaging enquiry based activities that enable children to discover learning in meaningful contexts, rather than through didactic methods. In seeking to deliver high quality teaching and learning in Geography the aim is to "inspire in children a curiosity and fascination about the world and its people that will remain with them for the rest of their lives."

Enquiry Approach

The enquiry approach is central to the Geography teaching at Zetland. Here children are encouraged to ask/answer questions. When finding answers, children are guided by the teacher to collect, select, interpret, analyse and communicate/present information. Independence and complexity of enquiry develop through the school.

E.g. Nursery. What can we see from the window?

E.g. Key Stage 1-Yr 2 - How is our school different from/similar to Grasmere School?

E.g. Key Stage 2 - Yr 5 Should our High Street be pedestrianised?

The enquiry approach takes children through a series of stages:

1. Recognition of the focus of enquiry
2. Asking/preparing to respond to series of questions
3. Collecting relevant data from primary/secondary sources
4. Analysing/interpreting data
5. Presenting the findings
6. Drawing conclusions/ evaluating.

An enquiry can be quick e.g. A set of questions asked about a photo or it could be the basis of a few weeks work.

Out-of-class work and homework

The 6 creative learning themes and enquiry based teaching referred to previously provide opportunities for teachers to set worthwhile tasks that can supplement or be completed outside normal teaching time. These could be given as homework. These may include:

- Using maps to locate hidden treasure/ solve a problem
- Measure wind direction or rainfall
- Researching how mountains are formed
- Carrying out a simple survey in connection with family or the locality.

Visits and visitors

Where possible, Geography benefits and is enhanced by fieldtrips. Visits to relevant locations are an integral part of teaching within the creative learning themes. On occasion and where relevant visitors to school are encouraged and these are planned to contribute effectively to children's learning experience, and fire their imagination. Individual class teachers have further information on visits that are subject specific and include such information in planning that may be accessed through the Shared Area. Any future potential visits/ visitors should be developed with support from the Subject Leader.

Links between Geography and other subjects

Here are just a few of the possible links:

English

Discussion, role play and drama are aspects of the programmes of study for speaking and listening and are important ways for children to express attitudes and develop their understanding that people have different viewpoints and perspectives on their world. Geography can provide opportunities for children to practice literacy skills in a different context. Children use a variety of different genres in geographical writing. The development of geographical vocabulary and the study of processes, explanations and report styles reinforces/ is reinforced by English work.

Mathematics

Collecting data (e.g. amount of rainfall, proportion of cloud cover, temperature), recording data (e.g. using tally sheets or charts to cumulate scores), presenting and interpreting data etc.

Science

There are similarities between the enquiry approach and scientific investigation. The skill of identifying similarities and differences is also mirrored. Several topics in Geography and Science overlap and complement each other e.g. weather, vegetation etc.

SCHOOL AND CLASS ORGANISATION

Planning

Each teacher is responsible for their planning. The types of planning are:-

Long term- deciding the themes to be taught in the year.

Medium term- deciding on the objectives to be taught in a unit and time allocation for each.

Short term- deciding on how individual objectives will be taught, achieved and the resources required etc.

How we cater for pupils who are more able

Where possible more able pupils will be stretched through differentiated group work and extra challenges. Each planned learning theme has expectations for the end of the unit showing that some children will have progressed further than others. The themed based nature of *Geography* and the vast opportunities for curricular links allow more able children to reinforce and pursue additional objectives as extension tasks or to benefit other class members through peer tutoring.

How we cater for pupils with particular needs

The lessons suggested in the scheme are appropriate for almost all pupils. Teachers will involve all pupils through differentiation and if necessary, adult helpers and teaching assistants will be used to work with children with SEND or EAL (English as an additional language). Due to the nature of the subject, some activities will be undertaken in small groups, allowing the teacher to give more help to the children who most need it.

How we work in the Foundation stage

- *Geography* is introduced in the new EYFS framework document under the specific learning area of " Understanding the World."
- Children learn about concepts in the Humanities and Sciences through a varied mix of adult led, adult initiated and child initiated activity in the areas of: People and Communities, The World and Technology.
- They are given opportunities to be able to observe, find out about and identify features in the place they live and the natural world.
- They find out about their environment and talk about those features they like and dislike

Assessment and Record Keeping

Assessment is an integral part of *Geography* teaching. It is built into planning and clearly linked to the matters, skills and processes specified in the *Geography* (and other subject areas where links are made and planned for) programme of study within each key stage.

The assessment of pupil's work within *Geography* provides information:

- To communicate achievement to pupils, parents and teachers.
(And provide opportunities to celebrate and reflect on this) and to identify areas for further development
- To help plan for progression and continuity and to inform planning for future *geography* work of whole classes and individuals.
- To evaluate the effectiveness of *Geographical* teaching and learning.
- To detect or diagnose differences experienced by individual pupils in the subject.

Whilst most assessment will be on going, summative assessments in the form of quizzes and tests are a component of Key stage 2.

Contexts in which children are given opportunities to achieve include activities resulting in oral or written outcomes, project material, models, practical fieldwork, role-play, ICT work, observations, recall and display work.

Each unit produces a foundation group assessment determining what children have achieved and what future steps of development should be followed. Although units have no direct follow-up, the

key skills attained and in need of development can be applied in a cross-curricular approach. These are produced each term depending on when a unit of work is timetabled. A paper copy is given to the Subject Leader and an electronic copy is stored on the shared area.

Equal Opportunities

All children will be given equal access to *Geography* irrespective of race, gender, creed, level of ability or nationality. Mutual respect and tolerance for all cultures will be promoted through the study of *Geography*.

Health and Safety

In their planning of activities, teachers will anticipate likely safety issues. They will also explain the reasons for safety measures and discuss any implications with the children. Children will always be encouraged to consider safety for themselves, others and the environment and the resources they use. Where deemed necessary (trips off the school grounds etc.) a full risk assessment will be carried out and discussed with the Head Teacher.

Information and Communication Technology

The use of ICT can help children's learning in *Geography*. It is used to:

- enhance their geographical skills
- assist all aspects of geographical enquiry e.g. data collection/ presentation etc.
- provide a range of information sources to enhance geographical knowledge
- support the development of their understanding of geographical patterns and processes e.g. simulations
- provide access to images of peoples, places and environments
- contribute to pupils' awareness of the impact of ICT on the changing world.

Resources

General resources such as maps, globes and books relating to current work and personal worksheets are housed in classrooms and the library area. Other resources that overlap with Science such as wind gauges, thermometers and compasses are located in the Science Resource area in the music room storage room. ICT resources are located within the ICT suite and in individual classrooms.

Monitoring and Evaluation

Planning and pupils' work are collected each term and feedback is given to teachers. The feedback comments on the quality of work, how effectively the given objectives are being planned for and recommends possible steps for future development.

The School Improvement Plan provides for long term developments in *Geography* based on the Staff and the Subject Leader's evaluation of current progress.

MANAGEMENT OF GEOGRAPHY

Role of the Subject Leader

The Geography coordinator works closely with the staff to develop the school policy and implement planning. He/she ensures that the objectives are being delivered effectively across the key stages and evaluates the impact/success of Geography teaching with a view to future initiatives. The subject leader acts as a role model for teaching and provides necessary support/training as well as enthusiasm to promote Geography.

Role of Headteacher

To facilitate the role of the subject leader. To appraise the standards set and provide feedback and guidance. To be involved in the decision making process for the demands of Geography.

This policy is in line with the school's child protection and e safety policies

Evaluation

Policy amended September 2016