

**Stanningley Primary School**

**Geography Policy**

**Rationale**

"Geography grew as one of the earliest disciplines, from human experiences of exploring the world, in making sense of the location and distribution of places, in understanding the similarities and differences between places, in observing the patterns places create in the world around us, in discerning the processes, influences and effects that interrelate to produce places and patterns as they are and as they change, and in considering what actions are needed to create places that better fulfil human needs and interests." (Taken from "Geographical Work for Primary and Middle Schools”)

**Intent**

Geography at Stanningley Primary School endeavours to develop children’s curiosity about the world around them, understand their place in it and actively engage with the local environment

Teaching sequences create enquiry based learning opportunities that are centred around fieldwork. Lessons are driven by NC objectives and have a clear progression of skills and geographical vocabulary.

‘*Hands on’* experiences deepen understanding and secure children’s knowledge, enabling skills to be transferrable across the curriculum.

Learning reflects globally significant places and in lessons children are exposed to both the natural and human world. Children have an awareness of the interactions between Earth’s key physical and human process and how these relate to current global issue.

**Implementation**

The implementation of Geography into our school curriculum is considered to be of great importance. Our school policy is developed in accordance with the National Curriculum for Geography and Foundation Stage Curriculum for Understanding of the World. Throughout this Policy, the term ‘Geography’ includes the Knowledge and Understanding elements of the Foundation Stage Curriculum, alongside the statutory National Curriculum objectives for Geography for Key Stage 1 and 2.

Our school implements the curriculum both through discreet geographical teaching, and cross-curricular links with other subjects where appropriate. Foundation Stage planning for Knowledge and Understanding of the World shows how we engage our Reception children in early geographical learning experiences. This shows how Geography fits into our whole school organisation and how we have linked blocks of work so that they are more meaningful and contextualised. Our geographical teaching is mainly based on the National Curriculum objectives but teachers may make use of schemes of work and other sources (e.g. current news items that are relevant to the learning of the subject) to deliver its content.

Planning for geography ensures that the subject receives its correct time allocation and allows progression over the key stage. All children will receive the same teaching in Geography, with some learning scaffolded to meet the needs of individual learners.

**Purpose of study**

A high-quality geography education 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. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge provides the tools and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time.

**Aims**

The National Curriculum for geography aims to ensure that all pupils:

* develop contextual knowledge of the location of places, seas and oceans, including their defining physical and human characteristics
* understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and 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 that deepen their understanding of geographical processes*
* *interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)*
* *communicate geographical information in a variety of ways, including through maps and writing at length.*

**Subject content Key stage 1**

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, *including first-hand observation, to enhance their locational awareness.*

*In developing their locational knowledge, pupils should be taught to:*

• 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 and its surrounding seas

*In developing their place knowledge, pupils should be taught to:*

• 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

*In developing their knowledge of Human and physical Geography, pupils should be taught to:*

• 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 to refer to:

* key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
* key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

*In developing their Geographical skills and fieldwork pupils should be taught to:*

 • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage

• use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map

• use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

• use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

**Subject content Key stage 2**

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical tools and skills to enhance their locational and place knowledge.

*In developing their locational knowledge, pupils should be taught to:*

• 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, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

• 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)

*In developing their place knowledge, pupils should be taught to:*

• 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 Human and physical geography

 • describe and understand key aspects of:

* Physical Geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
* 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

*In developing their Geographical skills and fieldwork pupils should be taught to:*

• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

• 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 and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

**Teaching Methods**

A variety of methods are used in the teaching of Geography, which will afford pupils access to a range of resources and ensure that they are encouraged to develop their potential to the full. Teachers will utilise many differing techniques and approaches to ensure that the Geography Curriculum is constantly made interesting, interactive, relevant and engaging. These may include:

• Knowledge imparted by the teacher

• Use of the local environments for fieldwork.

 • Creative activities – e.g. building models, showing routes.

• Individual and group enquiry, especially where resources are limited.

• Use of video and films.

• Using outside speakers/ visitors.

• Visits to places of relevance to the topic, e.g. farm, beach, historical centre, etc.

• Use of ICT. – simulations and use of World Wide Web.

 • Use of relevant books, pamphlets, leaflets, maps, postcards, atlases etc.

 • Role play and drama.

 • Photographs and satellite images.

**Fieldwork**

One of the best ways for children to learn is through first-hand experience and teachers are encouraged to focus attention on the opportunities available in the local area. This will necessitate the exploration of the world beyond the classroom. All teachers are encouraged to organise visits that will enable pupils to extend their knowledge of the world around them e.g. a contrasting locality such as the seaside.

**Equal Opportunities in Accessing the Curriculum**

 It is recognised that all pupils must be given opportunities to show what they know and can do. Recognising that children have differing abilities and skills within a class means that teachers must plan learning which meets the needs of all pupils. This will include using a range of teaching styles and scaffolds which meet the needs and experiences of all pupils within the class.

**Assessment and Recording**

Teachers use the progression in skills and knowledge document for Geography to ensure correct coverage of the National Curriculum Objectives and will highlight and annotate these as they are taught. Any children achieving at a level lower than age related attainment will be identified for each unit of work covered. Progression in skills documents will be passed to the next teacher at the end of the year.

**Monitoring**

Teaching and learning in Geography will be monitored by the Geography subject leader to ensure all children in school are receiving the geographical learning to which they are entitled. Monitoring activities will include:

* Lesson drop-ins
* Work scrutiny
* Pupil interviews

The Subject Leader will also develop a portfolio of work. This will provide exemplars of work from across the school which reflect the depth of learning and the coverage and attainment in Geography. They will be used to assist teachers in moderating work and could be used as part of staff professional development.

 This Policy was agreed and adopted by the staff and governors at Stanningley Primary School in January 2023.

Review date: January 2026

Signed:  Mrs J. Brewer (Head Teacher)

Signed  Mrs L. Travis – Jones (Chair of Governors)