



## **Broomhaugh C of E First School** **Geography Policy**

### **Intent**

In Geography our provision is designed to promote the exploration of the connections between people and places. We aim for our pupils to explore both natural and cultural similarities and differences and to become confident 'Geographers'.

We offer a structure and sequence of lessons to help teachers ensure they have covered the skills required to meet the aims of the national curriculum. The content allows for a broader, deeper understanding of the four areas of geography identified in the curriculum. It will develop contextual knowledge of the location of globally significant places and understanding of the processes that give rise to key physical and human geographical features of the world, along with how they bring about variation and change over time.

We intend to develop children's curiosity and a fascination of the world and its people that will remain with them for the rest of their lives. The curriculum is organised to offer a range of opportunities for investigating places around the world as well as physical and human processes.

We place a great emphasis on practical Geography and on making links with our locality and region wherever possible. Fieldwork is a driving factor in our planning. Our lessons are intended to improve children's geographical vocabulary, map skills and geographical facts and provide opportunities for consolidation, challenge and variety to ensure interest and good progress in the subject.

### **Implementation**

When designing our curriculum we have sought to focus on 3 main areas:

**Knowledge:** What do we want our children to learn and remember? We do not want to overwhelm our children with too much information therefore sequencing the knowledge to be learned is key.

**Concepts:** We have focussed on the seven geographical concepts of place, space, environment, interconnection, sustainability, scale and change which are the key to understanding the places that make up our world. From here, we have planned each unit of work considering the following key concepts: Location and Place, Cause and Effect, Change, Planning and Decision Making, Systems and Processes and Inequality.

**Skills:** How will we teach our children to become effective Geographers? What skills do they need to learn to understand the content?

### **EYFS**

Geography in EYFS is introduced through curriculum enhancements. Children are exposed to a variety of opportunities to explore their familiar environments, their sense of place and the wider world. They are able to ask questions to further their emerging understanding of where they are in the world. This is aided by high-quality and diverse texts, maps and rich vocabulary used by lead practitioners.

### **KS1**

In KS1, the Geography Curriculum is split into a two-year cycle with progressive units being taught in sequence within the single year. Within the key stage children begin to use maps and recognise physical and human features to do with the local area and building to using maps to explore the continents and oceans of the world. The children will begin to compare where they live to places outside of Europe and ask and answer geographical questions.

## **KS2**

In KS2, map skills are developed further using digital maps, more keys and symbols and children begin to use more fieldwork skills. Through revisiting and consolidating skills, the children build on prior knowledge alongside introducing new skills and challenge as outlined in our progression of skills document. All children expand on their skills in local knowledge, place knowledge, human and physical geography, geographical skills and fieldwork. Across both key stages, children have a range of opportunities to experience geography through practical engaging tasks beyond the classroom. End of unit assessments and progression trackers give our non-specialist staff who lead geography confidence in the progression of skills and knowledge and that outcomes have been met. Key words are also provided to be used by children to deepen their geographical knowledge.

## **Impact**

We believe that the impact of using our personalised Geography curriculum and progressive units will ensure that geography learning is loved by teachers and children across our school. Teachers have higher expectations and more quality evidence can be presented in books. All children will use geographical vocabulary accurately and understand the different strands of geography, with a deep understanding of the Earth's key physical and human processes. Children will begin to make relevant links from geography to other curriculum subjects, such as history and science. They will improve their enquiry skills and inquisitiveness about the world around them, and their impact on the world. All children will realise that they have choices to make in the world, developing a positive commitment to the environment and the future of the planet. Children will become competent in collecting, analysing and communicating a range of data gathered. They will be able to interpret a range of sources of geographical information and they will communicate geographical information in a variety of ways. All children in the school will be able to speak confidently about their geography learning, skills and knowledge.

## **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. Through courageous advocacy, children should explore links within their diocese as well as with the world church and global partners.

## **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

They must also be 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.

Pupils should be taught to:

#### Location knowledge

- 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
- place knowledge
- 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

#### Human and physical geography

- 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

#### Geographical skills and fieldwork

- 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.

### **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.

Pupils should be taught to:

### Location knowledge

- 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)

### Place knowledge

- 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

### Geographical skills and fieldwork

- 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 to be employed 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 are expected to utilise many differing techniques and approaches to ensure that the Geography Curriculum is constantly made interesting, interactive and alive.

These may include:

- Knowledge given by the teacher
- Use of the local environments for fieldwork.
- Creative activities - building models, showing routes.
- Individual and group enquiry, especially where resources are limited.
- Use of video and films.
- Using outside speakers.
- Visits to places of relevance to the topic, e.g. farm, beach etc.
- Use of IT – simulations, Digimaps, satellite images.
- Use of relevant books, pamphlets, leaflets, maps, postcards, atlases etc.
- Role play and drama to create empathy.
- Photographs and satellite images.

- Links with local experts in the field e.g. Link Governor Kieron Young to conduct fieldwork, geocaching etc.
- Use of debate to discuss relevant issues.
- Sharing BBC Science and Environment pages as well as news sources to promote discussion, debate and understanding of the wider world.

### **Fieldwork**

It is always advisable to base learning on first-hand experience and teachers are encouraged to focus attention on the opportunities available in the local area, within the school grounds and whilst out on educational trips. 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. the seaside and local walkways and woods.

### **Differentiation**

It is recognised that all pupils must be given opportunities to show what they know and can do. Recognising the different abilities within a class means that teachers must plan at a class, group and individual level.

This involves:

- Using a range of teaching styles which match the experience of all pupils within the class and begin to cater for different intelligences
- Matching tasks to pupils' needs.
- Various strategies are employed to allow pupils to achieve.
  - Common tasks, which will expect different outcomes.
  - Stepped tasks, with a common starting point but which aim to extend and challenge.
  - Grouping, in which pupils work on a task designed for that group.
  - Different resources, same task, which modifies the amount of information given to some pupils.
  - Independent learning - finding answers from a range of resources.

### **Assessment and Recording**

Teachers allow for assessment to be made during the course of a Geography lesson using discussion, question and answer techniques and in encouraging pupils to communicate findings to others. This will be recorded in lesson evaluations. At the end of each unit of work in Key Stage 1 and 2, teachers will record achievement of pupils using our step tracker. This will identify the expectations for each unit and pupils who achieve at a level above or below these expectations will be identified. This will provide formative assessment and inform future planning needs.

Objectives written in red on the step tracker are deemed essential knowledge for each year group. These can be assessed using the Focus Education materials.

The Subject Leader will develop a portfolio of work. This will provide exemplars of work which reflect expected, above expected and below expected levels of attainment for Geography. They will be used to assist teachers in moderating future work and could be used to set targets for pupil development.