Saints Peter & Paul Catholic Primary School



Policy for Geography

Document Purpose

This policy reflects the values and philosophy of Saints Peter and Paul, in relation to the teaching of Geography. It provides a framework, within which all governors, staff and children can work together. It also gives guidance on planning, teaching and assessment.

This policy having been presented to and agreed upon by the whole staff and the Governing Body is distributed to all individual members of the teaching and non-teaching staff and the school governors. Further copies of the policy are available from the Geography Co-ordinator.

What is Geography?

 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, understanding and skills provide the frameworks and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time.

Subject Aims

Geography is a foundation subject within the National Curriculum and is now taught as part of the creative curriculum. The aims of teaching Geography at Saints Peter and Paul are consistent with our school philosophy and take account of the National Programmes of Study for Geography.

Aims of Teaching Geography

 The national curriculum for geography aims to ensure that all pupils:

 develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes

 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, numerical and quantitative skills and writing at length.

Work in Geography follows the requirements of the National Programmes of Study. Work in Geography is divided into key stages and organised into levels of increasing challenge. It is expected that most children will achieve expected level at the end of key stage one and at then at the end of key stage two.

Teaching Geography

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:

**Locational 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 [for example, 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 knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

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

Curriculum and School Organisation

In order to achieve the aims outlined previously, Geography work at Saints Peter and Paul is organised into study units, taught as part of the creative curriculum at both Key Stage One and Key Stage Two.

These units are set down in the long-term plan. During the foundation stage, Geography is included as part of “*Knowledge and Understanding of the World,”* in the Early Learning Goals. (See attachment – Foundation stage.)

Planning

Outlined below is the long-term plan, for the following two years. This follows a scheme by Planbee. All plans and resources are available online or from the Geography coordinator.

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| --- | --- |
| Year A 2020 - 21 | Year B 2019-20 |
| Year 1**Where do I live?** **Around the World** | Year 1**Where do I live?** **Around the World** |
| Year 1/2**The Four Seasons (Y1 topic)****At the Farm (Y2 topic)** | Year 1/2**The Four Seasons (Y1 topic)****At the Farm (Y2 topic)** |
| Year 2**Let’s go on Safari****My World and Me** | Year 2**Let’s go on Safari****My World and Me** |
| Year 3 | Year 3 |
| **Countries of the World** **Where does our food come****from?** | **Countries of the World** **Where does our food come****from?** |
|  |  |
| Year 3/4**In the Desert (Y3 topic)****Village Settlers (Y4 topic)** | Year 3/4**In the Desert (Y3 topic)****Village Settlers (Y4 topic)** |
| Year 4 | Year 4 |
| **Our European Neighbours** **Earning a Living** | **Our European Neighbours** **Earning a Living** |
| Year 5 | Year 5 |
| **The United Kingdom** **Investigating Rivers** **South America** | **Extreme Earth****The United Kingdom** **North America** |
|  Year 5/6 **The United Kingdom** **Investigating Rivers** **South America** |  Year 5/6**Extreme Earth** **Our Local Area** **North America** |
| Year 6 | Year 6 |
| **The United Kingdom** **Investigating Rivers** **South America** | **Extreme Earth** **Our Local Area** **North America** |
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Classroom Organisation

Class teachers in Saints Peter and Paul, are responsible for their own organisation and teaching style. A variety of approaches such as whole class teaching, group, paired and individual work should be experienced during Geography. For example, whole class teaching may be suitable for acquiring knowledge and small group work or discussion may provide opportunities for investigation or field work.

Cross Curricular Links

Geography is taught along-side other subjects as part of the creative curriculum.

Literacy and Numeracy

Geography requires pupils to:

1. Formulate questions.
2. Read and respond to a range of written sources.
3. Carry out geography investigations.
4. Discussions and debates.
5. Work with numerical data.
6. Looking at databases.

PSHE and Citizenship

Children can develop PSHE and Citizenship by:

1. Forming relationships and working with others.
2. Helping promote positive images, challenging stereotypes and misconceptions.
3. Discussing the nature of societies in Britain and in the wider world.
4. Developing their enquiry and communication skills.

Homework

Homework may be used to support Geography, through tasks such as:

1. Finding out about facts/knowledge about a specific topic.
2. Bringing in objects/resources for discussion.
3. Project work – learning logs at KS2 .
4. Visiting places of interest.

For more information, please see the Homework policy.

Resources

Resources are an essential part of teaching Geography, they can provide, ‘hands on experience.’ They are important as they can provide a focal point for teaching and understanding.

In Saints Peter and Paul, the Geography resources are located in KS2 cloakroom area. (See attached resource list)

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Resources, such as the ones listed, will greatly assist the teaching of Geography.

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1. Pictures and photographs.
2. Arial photographs.
3. Map and map books.
4. Books and printed resources.
5. Computer based materials.
6. Educational visits.
7. Videos/DVDs
8. Internet

All Staff are encouraged to suggest resource items, that they feel would be useful for a particular unit.

Assessment and Recording

**Attainment targets**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Gathering information on pupil’s attainment is an important part of teaching and learning. Pupil’s progress will be assessed and monitored during the year, through normal teacher planning and observation.

Teachers complete end of unit key objective assessment sheets – to show how children have demonstrated their knowledge and understanding. They also provide expectations for the end of the unit, as to what should achieve.

For further information, please see the Assessment Policy.

Role of the Geography Co-ordinator

1. Support colleagues in the teaching of Geography.
2. Audit current practice.
3. Organise teaching programmes, planning documents and schemes of work.
4. Develop a school policy.
5. Resource the curriculum and organise central resources.
6. Keep up to date with developments in Geography and disseminate information to colleagues.
7. Monitor children’s progress by evaluating work.
8. Monitoring teaching of History by observing lessons

Equal Opportunities

All pupils are entitled to equal opportunities in Geography, irrespective of race, gender or disability. Attention should be made to the choice of texts or resources.

For more information, please see the Equal Opportunities Policy.

Special Educational Needs

All children are entitled to access the Geography programme at a level appropriate to their individual needs. Children, who work below the levels defined by the National Curriculum for Geography, will be given additional assistance.

For more information, please see the Special Educational Needs Policy.

Early Years

In Nursery and Reception, children need opportunities to find out about the world. These experiences are likely to include, events that occur regularly within the child’s experience.

Opportunities for Geography in the Early Years include:

1. Discussion of places that children know;
2. Use of the language of place in discussion;
3. Using stories that introduce people and places from around the world;
4. Observing changes in the environment.

 (This policy will be reviewed Autumn 2020.)