

# **Wellgate Primary School**

## **GEOGRAPHY POLICY**

### **Contents:**

Page 2	<b>1. <u>The Ideology</u></b>
Page 3	<b>2. <u>Aims</u></b>
Page 4-6	<b>3. <u>Curriculum Content:</u></b>
Page 7	<b>4. <u>Teaching and Learning:</u></b>
Page 8-9	<b>5. <u>Planning:</u></b>
Page 10-12	<b>6. <u>Locational Knowledge</u> <u>(significant places and environments)</u></b>
Page 13	<b>7. <u>Cross Curricular Work:</u></b>
Page 14	<b>8. <u>The Role of the Co-ordinator</u></b>

## **1. The Ideology**

*“What is our knowledge worth if we know nothing about the world that sustains us, nothing about natural systems and climate, nothing about other countries and climates?”*

Jonathon Porritt, Forum of the Future.

*“In this era of multimedia telecommunications, it is becoming increasingly important that children know where the places they see in the news are, and where the people they are communicating with through e.mail and the internet are located.”*

Source

unaccredited.

The teaching of Geography should:

- Stimulate children’s interest in their surroundings and in the variety of human and physical conditions on the Earth’s surface;
- foster children’s sense of wonder at the beauty of the world around them;
- help child to develop an informed concern about the quality of the environment and the future of the human habitat;
- enhance children’s sense of responsibility for the care of the Earth and its people.

## **2. Aims**

The overall aim of the Geography policy is to ensure that the children are taught Geography effectively so that their knowledge, understanding and awareness of their immediate, local and global environment is enhanced.

We aim to:

- Teach the children geographical skills and to use the appropriate vocabulary;
- Ensure the children gain direct experience through practical activities and fieldwork;
- Use ICT to help in geographical investigations;
- Teach geographical knowledge and understanding about their home area, country and other parts of the world;
- Develop in the children a strong interest in their own surroundings and the world as the home of mankind;
- Introduce children to the concept of land formations, rivers, erosion, weather systems, climates, etc and how they effect each other;
- Develop the awareness of how places fit within a wider geographical context and are interdependent;
- Develop their awareness that physical and human processes cause changes in places and environments;
- Foster in children an appreciation of other people's cultures, attitudes and values.
- Stimulate children to want to care for their environment;

### **3. Curriculum Content:**

#### **Foundation Stage**

The early years are an ideal time to build on children's images of places, near and far, and to lay the foundations for their understanding of the world. In turn, this will contribute to their development as global citizens.

At Foundation Stage, Geography falls within the area of learning called 'Knowledge and understanding of the world'. This gives children opportunities to explore and find out about the environment, as well as the people and places significant in their lives.

Children will:

- Show curiosity about their surroundings;
- Investigate objects, materials and places;
- Ask questions about why things happen;
- Use everyday technology, such as ICT.

#### **Foundation Stage Curriculum**

##### **Knowledge and Understanding of the World**

A sense of place:

Observe, find out about, and identify features in the place they live and the natural world

Find out about their environment, and talk about the features they like and dislike.

##### **Exploration and investigation**

Look closely at similarities, differences, patterns and change.

Ask questions about why things happen and how things work

Curriculum Content (cont):

### **Key Stages 1 and 2**

Children who have progressed through the Foundation Stage are likely to have had geographical experience, including:

- an increasing awareness of their surroundings;
- focusing on the variety and diversity of human and natural resources;
- being introduced to moral responsibility;
- developing ideas of citizenship and challenging stereotypes;
- learning map work skills

The teaching of Geography that takes place at Key Stages 1 and 2 should be designed to build on these early experiences, as follows:

### **Key Stage 1**

During Key Stage 1 pupils:

- focus on geographical questions like *what or where is it? What is it like? How did it get like this?*;
- investigate their local area in the United Kingdom and abroad;
- find out about the environment both areas and the people who live there;
- investigate and learn about the physical and human features of their environment and appreciate how their locality is similar to and different from other places;
- carry out geographical enquiry inside and outside the classroom;
- ask geographical questions and people, places and environments;
- develop and use geographical enquiry skills, including fieldwork skills, geographical language, making and using maps, and using photographs.

Curriculum Content (cont):

## **Key Stage 2**

During Key Stage 2, pupils should:

- focus on geographical questions such as *What is it like? How did it get like this? How and why is it changing?*;
- study a variety of people, places and environments at different scales from local to national in the United Kingdom and abroad;
- investigate how people and places are linked and how they relate to the wider world;
- study how and why physical and human features are arranged as they are in a place or environment;
- find out how people are influenced by environments and how they affect them;
- carry out geographical enquiry inside and outside the classroom;
- develop and use geographical enquiry skills, including fieldwork and ICT skills, geographical language, making and using maps, and using photographs;
- know the location of key places in the United Kingdom, Europe and the World.

#### **4. Teaching and Learning:**

Geography lends itself to a variety of teaching methods. These should enable the children to:

- develop their existing knowledge, from familiar surroundings in and around Mapplewell to experiences gained on trips and holidays further afield;
- develop their use of geographical language;
- read maps and plans of real and imaginary places;
- draw maps and plans of real and imaginary places, with increasing use of accepted symbols and keys;
- observe and ask questions about geographical features and issues, through the use of maps, atlases, photos and books;
- collect and record evidence through books, travel brochures, computer programs, etc;
- analyse evidence, draw conclusions and communicate their findings

First hand experience through field work should be an integral and important part of geographical studies. When planning any school trip, opportunities should be sought to illustrate geographical concepts relating to features of towns or the countryside.

## **5. Planning:**

Geography is one of the National Curriculum Foundation subjects. Learning objectives are based on the Programmes of Study across both Key Stages. The Attainment Targets assist our planning and ensure continuity and progression. Some parts of the Programmes of Study are taught continuously to maintain progression, whilst others are taught in blocked units as thematic studies.

The Qualifications and Curriculum Council Document 2007 (QCA) sets out 25 units of study over both Key Stages, designed to help to cover the learning objectives in the National Curriculum.

The school has adopted the QCA document, and it forms the basis of our Medium and Short Term planning. The units of study and the year groups they are allocated to are listed below:

### **Geographical Units of Learning (QCA 2007)**

**Foundation Stage**      **See Curriculum Content above.**

- Year 1**      **Around the school - our local area (Unit 1)**  
**How can we make our local area safer? (Unit 2)**  
**Barnaby Bear (Unit 5)**
- Year 2**      **An island home (Unit 3)**  
**Going to the seaside (Unit 4)**  
**A contrasting locality overseas – Tocuaro (Unit 22)**
- Year 3**      **Investigating our local area (Unit 6)**  
**Weather around the world (incl. Water Cycle) (Unit 7)**  
**Connecting to the World (Unit 18)**  
**How and where do we spend our time? (Unit 19)**
- Year 4**      **Improving the environment (Unit 8)**  
**How can we improve the area we see from our window? (Unit 21)**  
**Village Settlers (Unit 9)**  
**A village in India (Unit 10)**
- Year 5**      **Should the High Street be closed to traffic? (Unit 12)**  
**A contrasting UK locality – Castleton or Filey (Unit 13)**  
**The Mountain environment (Unit 15)**  
**Connecting to the World (Unit 18)**
- Year 6**      **Water (revise Water Cycle) (Unit 11)**  
**Investigating Rivers (Unit 14)**  
**Investigating Coasts (Unit 23)**  
**What's in the news (Unit 16)**

Planning (cont):

## **Key Stage 1 Barnaby Bear**

'Barnaby Bear' is a constant feature throughout KS1. The unit of work is continuous and is designed to enable children learn about other countries and places as 'Barnaby' travels with different people connected to the school as well as school visits therefore creating a sense of personal involvement for the children.

## **Key Stage 2 What's in the news?**

This unit is continuous throughout this key stage and the geographical content will vary depending upon the news item. Geographical content in this unit can vary from undertaking fieldwork to establish location to identification of similarities and differences between the UK and the featured newsworthy location.

### **Units for allocation:**

**Unit 17      Global Eye**

**Unit 17      Passport to the World**

**Unit 17      Geography and numbers**

## **6. Locational Knowledge (significant places and environments)**

In addition, the National Curriculum states that children should be taught *'the location of places and environments they study and other significant places and environments'*, and give examples of places and environments that children should know, under the heading of Locational Knowledge.

To avoid repetition and ensure continuity, the information to be taught has been allocated to individual year groups, as follows:

### **Reception Recognise the shape of the British Isles**

- Recognise the shape of the British Isles and locate them on a map of Europe or the World.
- Know the difference between land and sea on a map.

### **Year 1 The British Isles and introduce Continents**

- The two countries of the British Isles (The UK and Republic of Ireland).
- Introduce the Continents, the Poles and the Equator.

### **Year 2 The United Kingdom**

- The parts of the UK (England, Scotland, Wales and Northern Ireland).
- The capital cities of the UK (London, Edinburgh, Cardiff, Belfast, plus Dublin in the Republic of Ireland).
- The location of Barnsley, Leeds and Sheffield.
- Introduce the meaning of village, town and city, and also county and country.

### **Year 3 The seven Continents and the main Lines of Latitude and Longitude.**

- The seven continents of the World (North and South America, Africa, Asia, Europe, Oceania and Antarctica).
- The largest cities on these continents (New York, Sao Paulo, Lagos, Tokyo, Paris and Sidney).

Locational Knowledge (cont):

(Year 3)

- Countries with the largest area (Australia, Brazil, Canada, China, USA).
- *Recap* the meaning of village, town and city, and also county and country.
- The main lines of latitude and meridian of longitude (*recap* The Poles and the Equator, *introduce* The Tropics and the Prime Meridian).

#### **Year 4     Europe**

- The three countries in Europe with the largest areas (France, Spain and Sweden).
- The capital cities of these countries (Paris, Madrid and Stockholm).
- The three countries in Europe with the highest population (France, Germany, Italy).
- The capital cities of these countries (Paris, Berlin and Rome)

#### **Year 5     Rivers, Mountains and Deserts**

- The three longest rivers in the UK (River Severn, River Thames and River Trent), plus local rivers (River Dearne and River Don).
- Three important rivers in Europe (River Rhine, River Seine, River Danube).
- The three longest rivers in the world (River Amazon, River Mississippi and River Nile).
- The largest mountain areas in England, Scotland and Wales (The Lake District, The Pennines, The Grampian Mountains and the Cambrian Mountains).
- The two largest mountain ranges Europe (The Alps and The Pyrenees).
- The three largest mountain ranges in the World (The Andes, The Himalayas and The Rocky Mountains).
- The largest desert in the World (The Sahara).

Locational Knowledge (cont):

**Year 6**      **Oceans, Seas, Lakes and Canals, Populations and Countries of Origin of Ethnic Minorities in the UK**

- The seas around the UK (The English Channel, The Irish Sea and The North Sea).
- The two largest seas around Europe (The Mediterranean and The North Sea)
- The Oceans (The Arctic, The Atlantic, The Indian and The Pacific).
- The two canals linking seas and/or oceans (The Panama and The Suez).
- The Largest Lakes in the World (The Great Lakes and Lake Victoria).
- *Recap* Lakes in Great Britain (The Lake District).
- *Recap* the three countries in Europe with the highest population (France, Germany, Italy).
- *Recap* the capital cities in these countries (Paris, Berlin and Rome).
- *Recap* the six countries in the World with the highest population (Brazil, China, India, Indonesia, *Russia?* and the USA).
- *Recap* the meaning of village, town and city, and also county and country.
- Areas of family origin of the main ethnic groups in the UK (Bangladesh, The Caribbean, India, Pakistan and the Republic of Ireland).

The staff are responsible for the organization, planning and delivery of the Geography curriculum assigned to their year group.

## **7. Cross Curricular Work:**

As the nature of Geography is concerned with locational knowledge, the reading of maps and plans, physical features of the landscape, including what features lead to the development of settlements, the local and global environment and man's effect on it, and climate, it lends itself to cross-curricular links. These are most likely to occur in Science, History and Religious Education, with some grid referencing having links with Maths. Teachers should try to take full opportunity to include areas of the Geography curriculum in their planning.

### **Assessment and Recording:**

General assessment is continuous and enables the teacher to decide on the individual and the class's understanding. It also assists in the planning of future work.

As Geography is a foundation subject, each year group should keep examples of each piece of work (photocopies acceptable) in a folder. These will be collected by the co-ordinator at the end of each term, as a reflection of the year's work, and to act as a resource bank for future planning (the inclusion of blank worksheets would also be useful).

### **Special Needs and Equal Opportunities:**

Much of the Geography curriculum will be covered through topic work when children often work in mixed ability groups. The practical nature of much of the work means that much of it may be appropriate for all the children in the group, with differentiation by outcome. When not appropriate, simplified tasks of a similar nature should be found for children with Special Educational Needs.

When teaching Geography, there may be opportunities to study other cultures. At such times it may be appropriate to discuss in a positive manner how attitudes to women, children and religion differ to our own. Where children in school, or their relatives, have first hand experiences of other cultures they should be encouraged to share these with their class.

### **Resources:**

An up-to-date resource list will be attached to the policy once an audit of existing materials and equipment has been made, essential materials have been ordered, outdated or missing materials have been replaced, and year groups have been consulted about their needs for specific topics.

## **8. The Role of the Co-ordinator**

The co-ordinator should try to enhance the teaching of Geography throughout the school by:

- monitoring medium and short term planning for content and specific learning outcomes;
- sharing good practice, through monitoring and by collecting examples of work;
- periodically auditing existing resources, replacing worn out or lost essential materials in each classroom, and building up a bank of materials needed for specific Geography topics and more general resources that may be needed at any time throughout the school;
- attending relevant courses with a view to acquiring specialist knowledge of the subject, and advising colleagues;
- periodically reviewing and updating the policy.