

# *Lanesfield Primary School*



## *Geography Policy 2021 - 2023*

*What is Geography?*

*Review Date September 2023*

Geography is essentially about people and places and the effect they have on each other. It involves geographical experience and awareness and learning geographical skills. It is not simply learning about countries and what the weather is like. Geography encourages pupils to explore the world around them through practical activities using multi-sensory approaches. Real experiences of journeys and different locations are also important components of the learning process and are therefore an important part of the Geography curriculum.

### Geography Aims

A high-quality geography education will inspire in pupils a curiosity and fascination about the world and its people. The aim of teaching Geography at Lanesfield Primary School is:

- ❖ To encourage pupils to express personal likes and dislikes about features of the local area
- ❖ To provide opportunities to learn about the world beyond the local area through both physical and human geography
- ❖ To develop an awareness of what activities take place in school and where they take place
- ❖ To provide opportunities to learn about how land and buildings are used
- ❖ To provide opportunities to learn about how people travel, starting with their own experiences
- ❖ To develop an awareness of the many different activities that are carried out by people in the local area
- ❖ To develop an awareness of different types of weather, climate and the effect it has
- ❖ To develop an awareness of where materials come from to make the things that people use everyday
- ❖ To stimulate interest and curiosity

### POLICY INTO PRACTICE

Geography starts from the child's immediate environment and the child's own effect on that environment. Through visits into the local community, their egocentric world is extended through first hand experiences, building up their geographical knowledge and skills. As they become able to tackle more abstract ideas they move onto studying places around the world, hot and cold countries, thinking about what it is like to live there, how we can look after our environment and looking in more detail about what our environment is like. In Geography, we encourage children to ask as well as answer questions and offer them the opportunity to use a variety of methods to gain information. This includes maps, data, fieldtrips, photos, pictures, geographical equipment. Wherever possible, the children take part in practical activities to experience 'real' geography.

### LEARNING GEOGRAPHY.

Learning Geography helps pupils develop curiosity in, and an understanding of, themselves other people and places, and the relationship between them.

Studying Geography offers pupils with learning difficulties opportunities to

- ❖ Become aware of, and understand, their personal position in space.
- ❖ Become aware of, and interested in, themselves and their immediate surroundings;
- ❖ Explore local and wider environments.
- ❖ Develop an interest in, and knowledge of, places and people beyond their immediate experience.
- ❖ Experience aspects of other countries and cultures, especially where there are comparisons with their own.

### CURRICULUM PLANNING AND TEACHING

In the Early Years Geography comes under Knowledge and Understanding of the World. At KS1 and KS2 Geography is taught as part of topic week - all learning for one week will have a pure Geography focus. This allows for cross curricular teaching and children to be fully emerged into their current topic. Planning is divided up to ensure no topic is re-covered in a different year group and core geographical skills are built up in each topic week

## KEY STAGE ONE

Pupils should be taught:

### Locational Knowledge

- Name and locate the world's seven continents and five oceans
- Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas
- 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
- 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
- Explore key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
- 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

### Geographical Skills

- 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 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.

## LOWER KEY STAGE TWO

Pupils should be taught:

### Locational Knowledge

- 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
- Describe and understand key aspects of physical geography: water cycle, rivers and mountains
- 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
- Describe and understand key aspects of physical geography including: climate zones, biomes and vegetation belts.

### Geographical Skills

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Use the 8 points of a compass, 4 and 6-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

### UPPER KEY STAGE TWO

Pupils should be taught:

#### Locational Knowledge

- 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)
- Describe and understand key aspects of physical geography: volcanoes and earthquakes
- Describe and understand key aspects of 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

- 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 in North or South America

### Geographical Skills

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- 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

### ASSESSING AND EVALUATING

The formal assessing and recording of pupil's achievements in Geography is carried out by continual teacher assessment, through pupil observation, assessment and evaluation of work. These are then used to produce the Annual reports and targets. During the planning stage clear learning objectives are set by class teachers.

### STAFFING AND RESOURCES

All staff teach Geography. The Geography Co-ordinator is responsible for supporting the Geography Curriculum throughout the school.

### HEALTH AND SAFETY

Visits and fieldwork are an essential part of the Geography Curriculum helping to develop geographical enquiry and skills. Children learn best when the learning environment is ordered and they feel safe, any visit should be well organised and provide a stimulating and valuable experience. The pupils should prepare well for the visit and, on their return, use the

experience to good effect in the classroom. The class teacher, or leader, should plan the visit meticulously, with the pupils' safety and welfare paramount. Please see the Policy for Educational Visits for detailed information. Risk assessments are written for out of school Geography related trips.

### MONITORING AND REVIEW

Monitoring takes place regularly through sampling children's work, and teacher planning, through a book scrutiny and lesson observations during topic weeks. This policy will be monitored on a yearly basis by the Curriculum Co-ordinator to keep up to date with any adjustments to statutory legislation or curriculum and any changes will go via the Governing Body when necessary. To be reviewed September 2023