



# Longwood Primary School - Geography Policy

## Introduction

Geography is a valued part of the curriculum, providing a purposeful means for exploring, appreciating and understanding the world in which we live and how it has evolved. Geography explores the relationship between the Earth and it's people through the study of place, space and environment. In Geography pupils learn the skills of understanding a locality including how and where people fit into its overall structure. Geography encourages children to learn through experience in practical and fieldwork activities.

## Aims

The national curriculum for Geography aims to ensure that all pupils by the end of each key stage can apply and understand the matters, skills and processes specified in the relevant programmes of study.

## The Early Years Foundation Stage

We encourage the development of skills, knowledge and understanding that help Reception children to make sense of their world. As Reception is part of the EYFS we plan opportunities based around the EYFS Specific Area of Learning called 'Understanding the World'.

<u>EYFS</u>	
<b>Reception</b>	<ul style="list-style-type: none"><li>• Draw information from a simple map.</li><li>• Recognise some environments that are different to the one in which they live.</li><li>• Explore the natural world around them.</li><li>• Describe what they see, hear and feel whilst outside.</li><li>• Understand the effect of changing seasons on the natural world around them.</li></ul>
<b>Early Learning Goal</b>	<ul style="list-style-type: none"><li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li><li>• Explain some similarities and differences between life this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate, maps.</li><li>• Explore the natural world around them making observations.</li><li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li><li>• Understands some important processes and changes in the natural world around them, including the seasons.</li></ul>

## KEY STAGE ONE

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 the following:

<b>Locational knowledge</b>	<p>Name and locate the world's seven continents and five oceans.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>
<b>Place knowledge</b>	<p>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.</p>
<b>Human and physical geography</b>	<p>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.</p> <p>Use basic geographical vocabulary to refer to: <i>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</i></p>
<b>Geographical skills and fieldwork</b>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>

## KEY STAGE TWO

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 the following:

<b>Locational knowledge</b>	<p>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.</p> <p>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.</p> <p>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).</p>
<b>Place knowledge</b>	<p>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.</p>
<b>Human and physical geography</b>	<p>Describe and understand key aspects of:</p> <p>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>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.</p>
<b>Geographical skills and field-work</b>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>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.</p> <p>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.</p>

## **Assessment for learning**

Regular assessment is carried out using:

- Informal observation of children as they work
- Oral questioning to encourage discussion
- Self evaluation of written work, map/field study etc

Formal teacher judgements are completed each half term and the data is analysed for any potential gaps in learning. Teachers analyse pupils' progress in the units of work that they have completed at the end of each school year to inform the parents via the annual report. This report takes the form of a summary of the teacher's observations and continuous assessments of the pupils at work and the level at which the pupil is currently working.

## **Differentiation**

In all classes there are children of differing ability and age. We recognise this fact and provide suitable learning opportunities for all children, (including those who may be gifted and talented or have additional needs), by matching the challenge of the task to the ability of the child. Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability. On occasions children are placed into mixed ability groupings to encourage discussion and a variety of theories and opinions.

## **The Environment**

Geography at Longwood contributes to the community by promoting the study and understanding of local sites, including the direct locality of the school. Great importance is put upon ensuring that children understand the importance of living in a sustainable world and the part that they can play in looking after it.

## **Monitoring**

The Geography subject leader and each class teacher are responsible for monitoring the standard of children's work and the quality of teaching in Geography. The subject leader is responsible for supporting colleagues in the teaching of Geography. The subject leader will create an annual action plan where they evaluate the strengths and weaknesses in the subject and indicate areas for further improvement. Throughout each academic year, the subject leader must undertake monitoring of Geography across the whole school.