



GEOGRAPHY POLICY

Our Vision:

We are committed to quality learning of history in a positive, happy and Christian atmosphere where everyone within the school community is valued as an individual. We expect everyone to 'treat others as you want them to treat you' (Matthew 7: 12-14). We have high expectations of all and strive to provide a safe, challenging, exciting and stimulating environment.

Values:

To create and develop learners who demonstrate:

- **Respect-** by understanding where we are from, where others come from and respecting our local area and local community.
- **Compassion-** by understanding geographical differences and similarities and showing concern, kindness and empathy towards those who live in less fortunate regions.
- **Creation-** by finding different ways of studying our local, national and global context.
- **Perseverance-** by understanding that determination can have a positive change and shape global issues such as the environment, climate change and fair trade.
- **Service-** by understanding how having knowledge of our local area and the world and geographical skills, it can support us in understanding the impact we have on others and the world.

Introduction

Geography is the study of places. It explores the relationships between the world and its people. It studies the location of the physical and human features of the earth and the processes, systems and inter-relationships that create and influence them. It examines how people affect, manage and sustain their environment. Geographical enquiry helps children to learn about their immediate surroundings, the broader world and how the environment can affect their lives and determine decision-making. The study of geography helps to develop a sense of identity and promotes responsible citizenship.

Aims

The aim of geography teaching at Willaston Church of England Primary School is to stimulate the children's interest, understanding and awe and wonder about the

created world around them. Geography teaches an understanding of places and environments. Through their work in geography, children learn about their local area and they compare their life in this area with that in other regions in the United Kingdom and in the rest of the world. They learn how to draw and interpret maps and they develop the skills of research, investigation, analysis and problem-solving. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures. Geography teaching also motivates children to find out about the changing physical world and man's relationship to it enables them to recognise the importance of sustainable development for the future of mankind.

At Willaston Primary School we aim to:

- 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;
- create an understanding of 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;
- 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, numerical and quantitative skills and writing at length.

(As outlined in the 2014 National Curriculum).

Objectives of the Geography Curriculum

Foundation Stage:

The geography curriculum is known as “Understanding of the World” and is organised on a topic basis. Children cover the three aspects of physical, human and environmental geography. The Geographical skills listed below are incorporated into the various topics:

- use correct geographical vocabulary
- use and develop enquiry skills
- follow directions using map skills
- form views and opinions about the environment
- be aware of the local environment
- be aware of the wider world
- be aware of ICT within Geography

Key Stage One:

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. The Geographical skills listed below are incorporated into the various themes:

- name and locate the world's seven continents and five oceans;
- 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;
- 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 key physical and human features;
- use world maps, atlases and globes to identify key areas of interest,
- be able to 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, create simple maps and use symbols to create a key;
- conduct simple fieldwork and observations to study the locality of the school and the surrounding area.

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.
- They should 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;
- They should 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);
- 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;

- Describe and understand key aspects of physical and human geography;
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied;

Our objectives in the teaching of geography are:

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.

To ensure progression throughout the school, each year group follow the objectives from the knowledge grids created for each year group. They show clear progression of knowledge and provide children with the opportunity to build on previous knowledge. There is also progression of skills which are cross curricular with the skills delivered during the science and maths lessons.

Fieldwork

Fieldwork is integral to good geography teaching and we include as many opportunities as we can to involve children in practical geographical research and enquiry. It is encouraged that teachers plan opportunities to use the school grounds, local environment and going further afield to conduct geographical fieldwork. KS1 and KS2 explore the local area. Knowledge grids ensure progression of knowledge and skills. Early years explore the school grounds and apply fieldwork skills based on the Area of Learning “Understanding the World”.

Assessment for learning

Children demonstrate their ability in geography in a variety of different ways. Younger children might, for example, dress up in costumes from different parts of the world, whilst older pupils might produce a PowerPoint presentation based on their investigations. Teachers will assess children's work by making informal judgements

during lessons. On completion of a piece of work, the teacher assesses the work and uses this information to plan future learning. Written or verbal feedback is given to the child to help guide his or her progress. Older children are encouraged to make judgements about how they can improve their own work. The work is marked with one tick if the child has achieved age related expectations and two ticks if they have achieved the objective at a greater depth level. When appropriate, opened, ended tasks will be planned to provide children with the opportunity to use their new knowledge, make links with previous knowledge and show a deeper understanding.

We assess work in geography by making informal judgements as we observe the children during lessons. Once the children complete a piece of work, we mark and comment, as necessary. We use the traffic light system to allow the children to self-mark their work based on the learning objective and success criteria. Once they complete a whole unit of work, we assess children's work in line with national expectations. Children also do a knowledge harvest at the start and end of each unit which shows the new knowledge learnt. All the data is input in a grid which shows which children have met age related expectations, which haven't and which have exceeded them.

Teaching and learning style

At Willaston we use a variety of teaching and learning styles in our geography lessons. We believe in whole-class teaching methods, and we combine these with enquiry-based research activities. We encourage children to ask as well as answer geographical questions. We offer them the opportunity to use a variety of data, such as maps, statistics, graphs, pictures and aerial photographs, and we enable them to use ICT and GIS in geography lessons where this serves to enhance their learning.

Children take part in role-play and discussions, and they present reports to the rest of the class. They conduct activities in groups as well as individually, to learn collaboratively and apply their knowledge. They engage in a wide variety of problem-solving activities. Wherever possible, we involve the children in 'real' geographical activities, e.g. research of a local environmental problem, use of the Internet to investigate a current issue or use our local environment as a teaching and learning tool. Where our topics have a strong geography focus we aim to involve the children in exciting entry point activities to fire their enthusiasm.

At Willaston we recognise the fact that there are children of widely different geographical abilities in all classes. We provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, some children not completing all tasks;
- grouping children by ability in the room and setting different tasks to each ability group;
- providing resources of different complexity, according to the ability of the child;
- using classroom assistants to support the work of individual children or groups of children;

- grouping the children in mixed ability groups, allowing the children to learn from each other's knowledge and experience.

Approved by Governors May 2023

A handwritten signature in blue ink, appearing to be 'M. J. Smith', is written over a faint, light blue circular stamp.

Signed by Chair of Governors