



KINETON GREEN PRIMARY SCHOOL

GEOGRAPHY POLICY

SEPTEMBER 2020
(Revise 2023)

Intent

Pupils' learning and development is at the heart of our school's curriculum.

Our intent is to create a safe, enjoyable and exciting community in which every person is valued and encouraged to explore their potential in an infinitely changing world.

Underpinning this are our values of respect, safety, trust, confidence and engagement in learning through a broad and balanced curriculum.

Purpose of study

Geography develops pupils' understanding of the world in which they live through the study of place, space and environment. Whilst geography provides a basis for pupils to understand their role within the world, by exploring locality and how people fit into a global structure, the subject also encourages children to learn through experience, particularly through practical and fieldwork activities.

Through the teaching of geography, Kineton Green Primary School aims to:

- Increase pupils' awareness, knowledge and understanding of other cultures to enhance their cultural awareness.
- Make pupils aware of environmental problems at a local, regional and global level in turn developing their curiosity and fascination of the world around them and teaching them about their role and responsibility within this.
- Develop pupils' graphic skills, including how to use, draw and interpret maps.
- Encourage pupils to commit to sustainable development.
- Develop a variety of skills, including those in relation to problem-solving, ICT and presenting conclusions in the most appropriate way.

National Curriculum aims

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.

Geography within our curriculum

At Kineton Green Primary School, we strive to deliver an enriched curriculum that ensures children are equipt with the knowledge and skills to create life-long learners. We have adapted our curriculum to allow for the teaching of geography to be enhanced throughout other subjects. This approach to learning develops pupils' 'cultural capital' therefore allowing pupils' to draw upon their knowledge and skills to demonstrate a cultural awareness. Also, through skilful questioning all learning also encompasses Kineton Green's five bees:

- Be a Lifelong Learner
- Be Safe and Healthy
- Be Confident
- Be Respectful
- Be Trustworthy and Honest

Early years provision

Activities and experiences for pupils will be based on the seven areas of learning and development, as outlined in the DfE's 'Statutory framework for the early years foundation stage'.

Provision for early years pupils focusses on four specific areas:

- Literacy
- Maths
- Understanding the world
- Expressive arts and design

All activities will adhere to the objectives set out in the framework.

In particular, geography-based activities will be used to develop pupils' understanding of the world, helping them to comprehend a world beyond their local community.

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.
- 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.

Education for Sustainable Development

As the importance of ESD continues to grow, it has been incorporated into the Geography curriculum. Specific links have been written into the medium term planning which refer to the 7 aspects of ESD. Please see the 'Education for Sustainable Development in Geography Policy' for further clarification.

Cross-curricular links

At Kineton Green we teach geography alongside English to enhance pupils' knowledge and skills. This ensure that children are recieveing a broad and balanced curriculum that is purposeful and allows them to be life long learners.

Maths

- Pupils use their knowledge and understanding of measurement and data handling.
- Where appropriate, pupils record findings using charts, tables and graphs.
- Pupils use data analysis in order to identify patterns.

Science

- Pupils use their knowledge of the natural world to identify and analyse features of physical geography.
- Pupils' investigative and practical skills are developed through the use of fieldwork and problem-solving activities.

Computing

- Computing will be used to enhance pupils' learning.
- Pupils will use Computing to locate and research information.
- Computing will be used to record findings, using text, data and tables.

Spiritual development

- Pupils' development will be focussed on the vastness of the world, encouraging an appreciation and fascination.

- Pupils are encouraged to think about the effect of humans actions on the environment.
- Current geographical developments and issues will be discussed in the classroom, where appropriate.

Implementation

Teaching and learning

Pupils will be taught to describe key characteristics and associated processes in common language, as well as understand and use technical terminology and specialist vocabulary. Pupils will undertake independent work, and have the opportunity to work in groups and discuss work with fellow classmates.

Lessons will allow for a wide range of geographical, enquiry-based research activities, including the following:

- Questioning, predicting and interpreting
- Pattern seeking
- Practical experiences
- Collaborative work
- Role-play and discussions
- Problem-solving activities
- Classifying and grouping
- Researching using secondary sources

Lessons will involve the use of a variety of sources, including maps, data, statistics, graphs, pictures and videos. The classroom teacher, in collaboration with the geography coordinator, will ensure that the needs of all pupils are met by:

- Setting tasks which can have a variety of responses.
 - Providing different from and additional to support for those who require it.
 - Setting tasks of varying difficulty depending on the ability group.
 - Utilising teaching assistants to ensure that pupils are effectively supported.
- Opportunities for outdoor learning and practical work will be provided wherever possible, such as investigating local environmental problems.

Geography should be taught at least once a week and can be incorporated within English lessons too. Opportunities to teach geography through a class text will allow for a more enriching learning environment.

The medium term planning is the responsibility of the subject leader and is developed in conjunction with the English medium term planning which has been developed as a whole school approach to ensure a broad and balanced curriculum. This planning should include and overview of the topic that half term along with the main objectives to be taught, key vocabulary and questions that link to Kineton Green's five bees.

Short-term planning and classroom organisation are the responsibility of class teachers, in consultation with the subject leader where necessary. Teachers should consider different from and additional to resources when planning. As well as this, they must include their five bee questions within their planning to ensure that this is being taught effectively.

Impact

Formative and summative assessments

Assessment is an integral part of the teaching and learning process. Teachers should use the objectives set out on the medium term plan to ensure progress within the subject. Teachers are expected to complete an assessment at the end, or throughout the unit, to allow important information to be collected and analysed by the subject leader. This information will allow for next steps to be developed, ensuring that purposeful learning is carried out and progress is being made by all pupils inclusive of SEND and pupil premium.

Safety

All activities both within and beyond the classroom will comply with the guidelines in the School's Health and Safety Policy. Pupils are expected to behave in a considerate, responsible manner, showing respect for other people and the environment.

All adult helpers on visits and fieldtrips are fully briefed as to the learning objectives of the project.

Resources

Children will have opportunities to use a range of resources such as:

- globes
- maps
- atlases
- photographs
- books
- games
- artefacts
- ICT

Resources for Geography are stored in a central area, (unless class specific) together with those for other curriculum subjects (Science and History). It is the responsibility of each class teacher to ensure resources are returned to this area after use. In consultation with the teaching staff, the Subject leader will purchase additional resources from the yearly allocation of finances. Any website resources or ICT based resources will be saved centrally on the school system for future reference.

Special Education Needs.

Kineton Green School values all pupils and celebrates diversity of experience, interest and achievement. We believe that all children have a common entitlement to a broad and balanced academic and social curriculum. In keeping with our ethos and 'Five Bees' we believe that all children should be equally valued in school and strive to develop in an environment where all children can flourish.

This does not mean that we treat all children the same way, but will respond to each in ways which take account of their varied life experiences and needs. In line with the Special Educational Needs and Disabilities Policy staff will, using assessment, take into account pupils' strengths and barriers to ensure that learning opportunities are purposeful for all via the use of 'additional to' and/or 'different from' provision.

Refer to Special Educational Needs and Disabilities Policy for further details.

It is our school policy to provide equal opportunities in Geography and to sensitively meet the needs of all pupils regardless of age, gender, race or having a disability. Activities within the classroom and beyond are planned in such a way as to encourage the full and active participation by all children irrespective of ability. All children are encouraged to explore all roles and activities and, when possible, appropriate aids, staffing resources and arrangements are made available to support children with a special educational need. An additional to and different from approach to learning is now incorporated within the planning of geography. This ensures that all children are able to access the work no matter what their barriers to learning may be. This method of planning enables teachers to contemplate the needs of the children and produce work that support and scaffolds their learning of geography.

Equal Opportunities

The Geography curriculum follows the School's Policy to allow equal access to the benefits, facilities and services, to prepare all pupils to contribute positively to society, to develop respect and understanding to encourage challenge of stereotypes and to have high expectations of all regardless of social background, sex, ability or culture. Opportunities within the subject will be used to raise awareness and appreciation of the ethnic and cultural diversity of this country and the world.

Home-School Links

Parents/Carers are also welcomed to support children within the classroom environment and on visits and field trips. Additional geography homework may be given. This tends to be in the context of seeking information and resources to support classroom activities. Reports to parents should make reference to pupils' progress in the key elements.

The Role of the Geography Subject leader

The role of the Geography Subject leader is that of a subject manager, having responsibility for:

planning and organising Geography throughout the school
preparing and reviewing policy for the teaching of Geography.

- monitoring and evaluating the implementation of policy and planning through informal discussion about mid and short term plans and perusal of books and displays.
- reviewing and revising mid-term plans.
- overseeing the assessment and recording of pupil's progress in Geography.
- monitoring standards, continuity and progression.
- providing guidance to teacher on content, methodology and resources.
- auditing and organising resources.
- maintaining a subject portfolio which represents range of ability.
- attending relevant in-service training and disseminating information to other staff.
- reporting and planning subject development annually, via the School Improvement Plan
- Liaison with the Headteacher.

Appendix 1

TOPIC: Flow Geography Focus		YEAR GROUP: 3	HALF TERM: Autumn 1	
Key Knowledge • NC Geography Children should be taught to 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 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. Children should be taught about physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle		Key Vocabulary Geographical: Abrasion, Attrition, Alluvium, Bank, Basin, Bed, Canal, Channel, Cliff, Current, Confluence, Dam, Estuary, Erosion, Floodplain, Gorge, Irrigation, Meander, Mouth, Ravine, Reservoir, Runoff, Sediment, Source, Tributary, valley, watershed.		
Cultural Capital				
Key Questions linked to the 5 Bees				
Be Safe and Healthy How might water treatment facilities ensure that our water is clean and ready to use in our household?	Be Confident How can you make sure you are doing your bit to keep our rivers and water ways clean and less polluted?	Be Trustworthy and Honest Who might be responsible for keeping rivers around around the world natural and useful?	Be a Lifelong Learner Where does water come from? Do we have the same amount of water on earth than we did millions of years ago?	Be Respectful Why might some cultures respect their local rivers? Why is it important to keep our rivers clean?