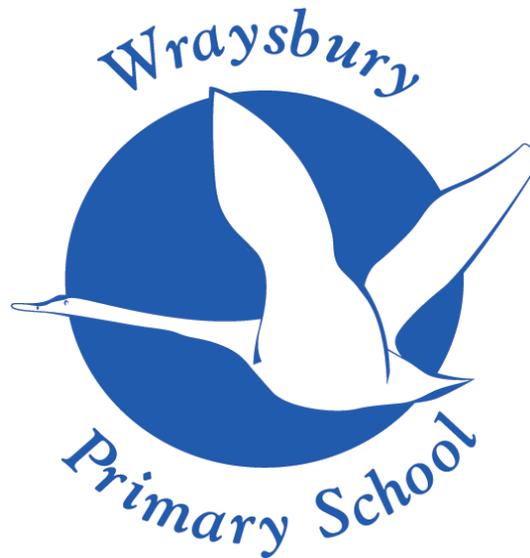


Geography Policy



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Produced by:
To be approved by:
Review date:

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January 2023/Spring23

Geography

Introduction

This policy outlines the nature and management of teaching and learning geography. It follows the Geography Programme of study for Key Stages 1 and 2

Intent

At Wraysbury our Geography teaching offers opportunities to:

- Inspire pupils' curiosity and fascination about the world and its people.
- Equip pupils with knowledge about diverse places, people, resources and national and human environments.
- Deepen pupils' understanding of the Earth's key physical and human processes and of the formation and use of landscapes and environments.

Programme of Study

As part of a whole school approach, Geography may be taught through topics and in conjunction with other subjects but may still be taught in some instances in its own right. Geography work can be linked to work in Mathematics, Science, History, English, Music, Art, RE and ICT as a cross-curricular theme. Whilst work in Geography can be enriched by these subjects, it is also the case that Geography can provide a meaningful use for skills acquired in other subjects.

The areas covered are as follows:

Foundation Stage

- Understanding the world.
- **People and communities**-pupils talk about past and present events in their lives and in the lives of family members. Know that other children don't always enjoy the same things as they do and know about similarities and differences between themselves and others.
- **The World**-pupils know about similarities and differences in relation to places, objects, materials and living things. Talk about features of their own immediate environment and how they might vary from another. Make observations of animals and plants and explain why some things occur, and talk about changes.
- Through different topics chosen by the discussion of children's interests.

Key Stage 1:

In Key Stage 1 Geography is about developing knowledge about the World, United Kingdom and their locality. Pupils should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geography skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

- Name and locate the world's seven continents and five oceans as well as name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding areas.
- 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 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 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 construct basic symbols in a key.
- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the features of its surrounding environment.

Key Stage 2:

In Key Stage 2 Geography is about extending 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 geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

- Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, physical and human characteristics, countries and major cities.
- Name and locate counties and cities of the United Kingdom, geographical regions and identify their human and physical characteristics, topographical features 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 and Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic circle, the Prime/Greenwich Meridian and time zones.
- Understand geographical similarities and differences through the study of human and physical geography of a region and the United Kingdom, a region in a European country, and a region within North or South America.
- 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 to build their knowledge of the United Kingdom and the wider world.
- Use fieldwork to observe, measure and 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.

Language and communication

Children:

- Develop language skills through talking about their work and presenting their own ideas using sustained and systematic writing of different kinds.
- Read fiction and non-fiction, and extract information from sources such as reference books, CD-ROMS, e-mails and the Internet.
- KS1-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.
- KS2-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.

Values and attitudes

Children:

- Work with others, listen to each other's ideas and treat them with respect.
- Have opportunities to consider their own attitudes and values and those of other people.
- Develop respect for evidence and critically evaluate ideas, which may or may not fit the evidence available.
- Develop a respect for the environment and be encouraged to evaluate their own and others' effect or impact on it.

Expectations:

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

By the end of Key Stage 1 most children will be able to:

- Describe main features of the world's seven continents and five oceans and name, locate and identify characteristics of the four countries and capital cities of the United Kingdom.
- Understand and recognise similarities and differences of a small area of the United Kingdom, and of a small area in a contrasting non-European country.
- Understand and describe seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world
- Identify countries, continents and oceans studied at this key stage.
- Understand simple compass directions and locational and directional language to describe the location of features and routes on a map.
- Devise a simple map; and construct basic symbols in a key.

By the end of Key Stage 2, most children will be able to:

- Locate and explain the physical and human characteristics of the world's countries, and understand geographical similarities and differences.
- Know the location of the key places in the United Kingdom, Europe and the world.
- Identify the position and significance of latitude, longitude, Equator, Northern and Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones.
- 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 to build their knowledge of the United Kingdom and the wider world.
- Use fieldwork to undertake geographical investigations by asking and responding to questions and using a range of geographical enquiry skills, resources and their own observations.

Features of progression:

Progress in Geography can be characterised by:

- An increase in breadth of studies:
The gradual extension of content, places, themes and environments to be considered
- An increasing depth of study:
The gradual development of general ideas and concepts and deeper understanding of increasingly complex and abstract processes, patterns and relationships
- An increase in the spatial scale of study:
The shift in emphasis from local, smaller scale studies to more distant, regional, national, continental and global scales
- A continuing development of skills:
To include the use of specific geographical skills such as map work and more general skills of enquiry matched to children's developing cognitive abilities
- Increasing opportunities for children to examine social, economical, political and environmental issues:
The chance to develop greater appreciation and understanding of the influence of people's beliefs, attitudes and values on alternative courses of action relating to people, places and environments.

Assessment:

Assessment is on-going and based on the learning objectives of the lesson through assessing both oral and written work of the children by the class teacher. An end of topic evaluation form is used to assess each unit as part of the cross-curricular approach to Geography. Any feedback is noted by the Geography Co-ordinator for future revision of the unit as necessary.

Special Needs:

The Geography curriculum will be made available to all children, with the style of the scheme of work ensuring that the ranges of special needs are taught, from high fliers to children who find the work more challenging. The nature of Geography should give a great deal of practical experience, which in turn should aid children's learning. In addition to this, the class teacher will differentiate activities where appropriate.

ICT:

Opportunities for the use of ICT (Information and Communications Technology) will enhance children's learning of geography. ICT includes the facilities and features that support teaching and learning, such as CD-ROM sources of information and appropriate software. CD-ROMs related to purely Geography can be found in the resources room and more general information CD-ROMs such as encyclopaedias can be found in the ICT suite. The Internet is also an invaluable resource for the teaching of Geography, with many websites aimed at improving children's understanding of geography.

Resources:

Resources are kept in the Geography section in the School's Resources Room. Areas of the Geography Curriculum have labelled resource boxes.