



## Cheadle Primary School

### Geography Policy

#### Introduction

This policy outlines the teaching, organisation and management of geography taught and learnt at Cheadle Primary School.

The policy has been drawn up as a result of staff discussion and has the full agreement of the Governing Body. The implementation of this policy is the responsibility of all teaching staff. The responsibility for monitoring and review rests with the geography co-ordinator.

#### Our Aims

Through the teaching of Geography we aim to:

- Help pupils develop knowledge and understanding of places and themes including patterns and processes.
- Foster children's sense of wonder at the world around them
- Help pupils develop a sense of identity through learning about the UK and its relationships with other countries.
- Develop an informed concern about the future of our planet
- Enhance children's sense of responsibility for the care of the earth and its inhabitants.
- Teach the skills and knowledge necessary to develop children as geographers.
- Encourage learning through enquiry-based projects and lessons in order to develop children's independent research skills.
- Help children understand how to use a map in a variety of different contexts.

Through Geography we can also:

- Improve pupils' skills in literacy, numeracy and ICT
- Develop pupils' thinking skills

- Promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues
- Develop pupils as active citizens

### Entitlement

Geography is a foundation subject in the National Curriculum. The fundamental knowledge, skills and understanding of the subject are set out in the National Curriculum.

All pupils are entitled to access the geography curriculum at a level appropriate to their needs arising from race, gender, ability or disability. Fieldwork may have to be adapted to individual requirements.

### Equal Opportunities

Activities should be carefully planned by the class teacher and be differentiated where appropriate for children with SEN and equally the more able and Gifted and Talented children. In line with our *Equal Opportunities Policy* we are committed to providing a teaching environment conducive to learning. Each child is valued, respected and challenged regardless of race, gender, religion, social background, culture or disability.

### Strategies for the teaching of geography

Learning and Teaching in geography will be in line with the school's *Teaching and Learning Policy*, where provision is made for all learning styles.

Elements of Geography are delivered to the Reception children, through the Foundation Stage Curriculum (Knowledge & Understanding of the World) and are incorporated into topics.

In KS1 & KS2 Geography is taught through planning linked to the new National Curriculum 2014-15. The objectives have been split according to year groups and the units covered by each year group can be found on the long-term plans. Some elements of Geography are also taught through cross-curricular topics e.g. English, History, ICT and role-play. In order to develop writing across the curriculum, each term teachers plan an extended piece of writing in topic to link

with the English genre being studied. In the Early Years Foundation Stage (EYFS) the children explore places, people, communities and the world through their work related to 'Knowledge and Understanding of the World'.

All pupils are encouraged to reach their full potential through the provision of varied opportunities. We recognise that our curriculum planning must allow pupils to gain a progressively deeper understanding and competency as they move through the school.

We develop the following skills, always building on earlier experiences through:

- Interpretation and analysis of data
- Fieldwork skills and first hand experiences
- Observation and recording
- Measurement and use of appropriate equipment
- Mapping skills
- Development of geographical vocabulary
- Geographical enquiry, prediction and the formation of hypotheses

### Long Term Planning

The curriculum has been organized accordingly into termly or sometimes half termly units for each year group, linked to the new National Curriculum 2014-15. There is a Curriculum Map for each year group to show what they are learning.

### Expectations

Below is a list of skills children will develop in each Key Stage.

#### Key Stage 1

##### Location 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.

## Geographical skills and fieldwork

- 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 (e.g. near and far; left and right) 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.

## Key Stage 2

### Location 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 landuse 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.

The role of the geography co-ordinator is to:

1. Support colleagues in teaching the subject content and developing the detail within each unit.
2. Renew, update and complement resources needed to deliver the curriculum, within budget restraints.
3. Audit current practice.
4. Develop assessment and record keeping ensuring progression and continuity.
5. Keep abreast of developments in geography education and media usage.

### Assessment

Each unit of work will need to have specific assignments to assess the breadth of geography covered. These may include written or diagrammatic work and observations noted during discussion and fieldwork. The children are also involved in self evaluating their learning. A portfolio of work from Y1 to Y6 will show examples of geographical work. Reporting to parents occurs annually with a written report

### Resources

All resources are centrally stored in the junior corridor in topic boxes and all classrooms have Interactive whiteboards with internet access to enhance learning. Every class has a globe and a world map. Key Stage 1 also have a range of resources within their class rooms.

## Health and Safety

When planning fieldwork all teachers are required to gain permission from the Head teacher before confirming a booking. The teachers must also complete a risk assessment, even if it is a site they have visited previously. Teachers should refer to the school's Health and Safety Policy and the safety procedures recommended in the DfES 'Health & Safety of Pupils on Education Visits' guidelines. See *Health and Safety Policy* and *Educational Visits Policy*.

## Monitoring and Evaluation

To monitor and evaluate geography the geography co-ordinator :

- Monitors teachers' medium term planning and giving positive feedback.
- Reviews resource provision.
- Discusses regularly with the headteacher, the progress with implementing this policy in the school.

