Blofield Primary School

Geography Policy

Reviewed by: Emma Light

Approved by Governors:

Review:



Blofield Primary School Geography Policy

Geography develops pupils' understanding of the world in which they live through the study of place, space and environment.

At Blofield Primary School, we want our children to have a clear understanding and inquisitiveness about the world around them, the people in it and the impact they can have. We want them to explore, investigate and gain knowledge about the environment to inspire them to shape the future.

This policy sets out the framework in which the geography curriculum will be taught.

Roles and Responsibilities

The Geography Curriculum Leader is responsible for:

- Preparing policy documents for the subject.
- Monitoring the learning and teaching of geography, providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Organising the deployment of resources and carrying out audits of all geography resources.
- Communicating developments/changes in the subject to all teaching staff.
- Ensuring common standards are met for recording and assessment.
- Advising on the contribution of geography to other curriculum areas, including cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for the development of geography in subsequent years.
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The Classroom Teacher is responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' geographical skills, with due regard to the national curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the Geography Curriculum Leader about key topics, resources and supporting individual pupils.
- Monitoring the progress of pupils in their class and inputting this on Pupil Asset on a termly basis.
- Undertaking any training that is necessary in order to effectively teach the subject.

Curriculum

The subject matter covered in geography reflects the requirements of the new National Curriculum, which came into effect on 1 September 2014. The geography programme will be delivered by all class teachers in a range of teaching and learning situations with respect to the needs of individual pupils.

Teaching and Learning

We recognise the fact that in all geography classes there are children of a variety of abilities and we seek to provide suitable learning opportunities for all pupils by matching the challenge of the task to the ability of the child. They will undertake independent work, and have the opportunity to work in groups and discuss work with classmates. Lessons will include a range of enquiry-based activities including the following:

- Questioning, predicting and interpreting
- Pattern seeking
- Practical experiences

- Collaborative work
- Problem-solving activities
- Classifying and grouping
- Researching using sources, including graphs, pictures, videos and photographs

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'. All activities will adhere to the objectives set out in the framework. We teach geography in the reception class as an integral part of the topic work covered during the year. Geography makes a significant contribution to the Early Learning Goal objectives of developing a child's knowledge and understanding of the world through activities such as hearing stories and singing songs from around the world.

Key Stage 1

The national curriculum is followed and provides a full breakdown of the statutory content to be taught within each unit.

Locational knowledge

- Name and locate the world's continents and oceans.
- Name, locate and identify characteristics of the countries which make up the United Kingdom (UK).
- Place knowledge
- Understand the geographical similarities and differences of areas of the UK and of a small area in a contrasting non-European country.

Human and physical geography

- Identify seasonal and daily weather patterns in the UK.
- Locate hot and cold areas of the world in relation to the equator.
- Use basic geographical vocabulary to refer to key physical features, as well as human features, including buildings, vegetation and seasons.
- Geographical skills and fieldwork
- Use world maps, atlases and globes to identify the UK and any other countries studied.
- Use simple compass directions, locational terminology and directional language to describe the location of features and routes on a map.
- Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features.
- Devise a simple map and construct basic symbols in a key.
- Use observational skills to study the geography of the school and identify the key human and physical features of the surrounding environment.

Key Stage Two

The national curriculum is followed and provides a full breakdown of the statutory content to be taught within each unit.

Locational knowledge

- Use maps to locate countries around the world, concentrating on Europe's and North and South America's environmental regions, major cities and key characteristics.
- Identify counties and cities of the UK, geographical regions and their identifying characteristics, key topographical features and land-use patterns.
- Understand the location and significance of the Tropics of Cancer and Capricorn, the Equator, the Northern and Southern Hemisphere, the Arctic and Antarctic Circle, the Greenwich Meridian and other time zones.

Place knowledge

- Identify geographical similarities and differences through the study of human and physical geography of one region in the UK, Europe and North or South America.
- Human and physical geography
- Describe and understand key aspects of physical and human geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, the water cycle, types of settlement and land use, economic activity and the distribution of natural resources.
- Geographical skills and fieldwork
- Use maps, atlases, globes and digital/computer mapping to locate countries.
- Use the 8 points of a compass and four- and six-figure grid references and symbols to build knowledge.
- Use a range of methods, including sketch maps, plans and graphs, and digital technologies, to record the human and physical features in the local area.

Assessment

Pupils will be assessed and their progression recorded on Pupil Asset termly. Throughout the year, teachers will plan on-going creative assessment opportunities in order to gauge whether pupils have achieved the national curriculum objectives. This may be through various forms, including: talking to pupils and asking questions, observing practical tasks, marking work and classroom quizzes.

Monitoring and Reviewing

- This policy will be reviewed every three years, or sooner if necessary, to ensure it complies with the latest legislation, guidance and best practice. Any changes made to this policy will be communicated to all teaching staff.