



# **Mill Lane Primary School**

## **Geography Policy September 2019**

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## **Rationale**

Geography teaches an understanding of places and environments. Through their work in this subject, children learn about the local area and compare their life in this area, with that of children in other regions of 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 physical world and enables them to recognise the importance of sustainable development for the future of mankind.

## **Aims**

The aims of geography are:

- to enable children to gain knowledge and understanding of places in the world
- to increase children's knowledge of other cultures and, in so doing, teach a respect and understanding of what it is to be a positive citizen in a multi-cultural country
- to allow children to learn graphic skills, including how to draw and interpret maps
- to enable children to know and understand environmental problems at a local, regional and global level
- to encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means
- to develop a variety of other skills including those of enquiry, problem solving, e-Learning, investigation and how to present their findings and conclusions in the most appropriate way.

## **Teaching and learning**

The school uses a variety of teaching and learning styles in geography lessons. The principal aims are to develop skills and understanding as well as developing their technical knowledge. We do this through a mixture of whole-class teaching and individual/group activities. Within lessons, we give children the opportunity both to work on their own and to collaborate with others, listening to other children's ideas and treating these with respect.

At Mill Lane we want children to experience geography through a variety of learning and teaching styles and settings. These could include:

- use of the local environments for fieldwork
- building own models
- use of video and films.
- using outside speakers
- visits to places of relevance to the topic, e.g. farm, beach etc.
- use of technology – simulations and use of the internet.
- use of relevant books, pamphlets, leaflets, maps, postcards, atlases etc.
- role play and drama to create empathy.
- photographs and satellite images.

## **Fieldwork**

It is always advisable to base learning on first-hand experience and teachers are encouraged to focus attention on the opportunities available in the local area. This will ensure that the pupils will get to explore the world beyond their classroom environment. All teachers are encouraged to organise visits that will enable pupils to extend their knowledge of the world around them e.g. the seaside and local walkways and woods.

We recognise that in all classes, children have a wide range of ability in geography, and we seek to 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
- providing resources of different complexity, depending on the ability of the child
- using teaching assistants, where possible, to support children individually or in groups.

## **Geography Curriculum Planning**

The children undertake a broad and balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development.

At Mill Lane Primary School, the National Curriculum is used as a basis for planning. Geography coverage is carefully planned to engage and excite all our learners. Our long-term and medium-term plans, map out the skills and themes covered each term for each key stage. These plans define what we will teach, ensure an appropriate balance and distribution of work across each term and progression throughout the school.

## **Early Years Foundation Stage**

We teach geography in the EYFS as part of the topic work covered during the year, relating the geographical aspects of the children's work to the objectives set out in the Early Learning Goals. Geography makes a significant contribution to the ELG objectives of developing a child's 'Knowledge and Understanding of the World'.

- Awareness of their immediate environment and use appropriate geographical vocabulary to describe observations and express opinions.
- Awareness of other places, describing similarities and differences.

## **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 learn:

### **Locational knowledge**

- To name and locate the world's seven continents and five oceans.
- To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

### **Place knowledge**

- To 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**

- To 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.
- To 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**

- To 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.
- To use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.
- To 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.
- To 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 learn:

### **Locational knowledge**

- To 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.

- 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.
- To 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**

- To 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**

- To 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**

- To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- To 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.
- To 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.

### **Cross-curricular links**

#### **Spiritual, moral, social and cultural development:**

**Spiritual development:** Through helping pupils to recognise the beauty and diversity of the world. A geographical awareness helps children understand their place in the world. Geography provides opportunities for children to learn about sites of wonder, or physical features that they might wish to visit in the future, for example the Grand Canyon.

**Moral development:** Through helping pupils to reflect on how the environment is affected by decisions made by people, so that the children can make informed choices in the future. Through discussion, the children learn to appreciate the moral dilemmas posed by introducing changes to the environment (for example, building a motorway) and the effects this can have on the surrounding area.

**Social development:** Through helping pupils to understand the need to consider the views of others when discussing localities, settlements and the environment. Work on a locality in a less economically developed country provides an opportunity to discuss social issues. Fieldwork encourages collaborative projects, making the most of different strengths and interests within a team.

**Cultural development:** By exploring different settlements, the children can gain knowledge of different cultures, learning tolerance and understanding of their diversity.

### **e-Learning**

New technologies can enable children to enhance their geographical skills in data handling and in presenting written work. E-Learning technology should be used when appropriate and matched to both the level and ability of the children. It should not detract from the geographical content of a lesson. Opportunities for using e-learning tools are identified in the Stockton ICT Scheme of Work. Digital and video cameras enable the children to record and present their work in a variety of multimedia, including slideshows, animations and movies. The Internet can be used to research information, including text, photos and video. It can also enhance learning by the use of applications, such as Google Street View. E-mail and video conferencing can also be used to communicate with pupils and experts from other localities. However, this must only be done in accordance with the school's e-Safety Policy.

### **Personal, social and health education (PSHE) and citizenship**

Geography contributes significantly to the teaching of PSHE. Children develop self-confidence by having opportunities to explain their views on a number of social questions, such as how society should respond to the building of houses on a local park. They learn how society is made up of people from different cultures, and they start to develop tolerance and respect for others.

### **English**

Within the geography curriculum, children are given the opportunities to use the skills of reading, writing, speaking and listening when discussing geographical questions and presenting their findings to the rest of the class. Where possible, cross-curricular writing is completed. This could include report writing, explanations, newspapers or poetry. The same standard of writing is expected in geography as in English and when marking work, teachers follow the marking policy.

### **Maths**

Links with maths are made where relevant. These could be when data is interpreted, maps are read and distances or population is looked at.

### **Inclusion**

Mill Lane Primary School is committed to inclusion. Our ethos encourages a strong sense of community and belonging and our curriculum is designed to provide opportunities for all our pupils. We believe that everyone should be equally valued in school. We strive to eliminate prejudice and discrimination

and to develop a learning environment where all children can flourish and achieve. We aim to provide effective learning opportunities for all pupils based on their cultural, physical and learning needs. Whenever possible curriculum resources should be multicultural and non-sexist, containing positive images of all groups including those with disabilities.

### **SEN**

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. Assessments made by teachers using the National Curriculum statements allow us to consider each child's attainment and progress in relation to the expected year group. This helps to ensure that our teaching is matched to the child's needs.

### **Pupil Premium**

Every teacher is aware of the children who receive Pupil Premium funding in their class. We recognise that not all pupils who receive free school meals will be socially disadvantaged. Through all subjects, we seek to ensure that teaching and learning opportunities meet the needs of all of the pupils and appropriate provision is made for pupils who belong to vulnerable groups. This includes ensuring that the needs of Pupil Premium children are adequately catered for and provision is put in place where needed.

### **More Able/Talented**

Children who are more able are identified and teachers provide work to challenge their thinking. Opportunities for wider development are provided wherever possible, for example, extra-curricular clubs and links with local high schools.

### **Equal Opportunities**

It is the responsibility of all teachers to ensure that all pupils, irrespective of gender, ability, including able and gifted children, ethnicity and social circumstance, have access to the curriculum and make the greatest progress possible. The use of differentiation by outcome allows children to respond to the work presented to them at the appropriate level.

### **Assessment, Recording and Reporting**

At Mill Lane Primary School, assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible, and marking work will be guided by the school's Marking Policy.

All children are encouraged to make judgments about how they can improve their own work through self-evaluation.

Teacher assessment takes place at the end of each unit of work, with a notation against the child's name of Working Towards, Expected or Greater Depth. This

description indicates the child's performance against National Curriculum Standards.

Regular assessment is carried out using:

- oral questioning to encourage discussion
- self-evaluation of written work, map/field study work etc.

Teachers analyse pupils' progress in the units of work they have completed at the end of each school year to complete the annual report to parents/guardians.

### **Subject Leader's Role**

#### **Staff meetings and INSET**

Staff development in this area of the curriculum is available through LEA Courses and meetings with colleagues from other educational establishments. The needs of the school are identified through appraisal, curriculum review, external advice and school development planning. They are prioritised and recorded by the co-ordinator and Head Teacher who will also review the effectiveness of INSET on the teaching and learning. School INSET provides the opportunities to compare developments in this area of the curriculum with other colleagues.

#### **Monitoring**

The geography subject leader is responsible for monitoring the standard of children's work and for the quality of teaching in line with the school's monitoring cycle. This may be through supporting colleagues in the teaching of geography, being informed about current developments in the subject, and providing a strategic lead and direction for geography in the school. The subject leader is responsible for monitoring the children's progress in geography through gathering and analysing teacher assessments, lesson observations and by completing an annual audit and subsequently creating an action plan to give to the Head Teacher. The geography subject leader has allocated time for carrying out the reviewing of teacher's planning, children's work and carrying out lesson observations.

#### **Health and Safety**

Where children use computers for work in Geography, the school has an e-safety policy to protect the staff, pupils and the school. Full risk assessments on all aspects of off-site visits are carried out by class teachers to ensure that children, staff and adult helpers are kept safe and secure whilst away from the school environment.

#### **Resources**

The resources available include: Cornerstones resources, reference books, textbooks, library loans, teacher prepared materials, pictures, photographs, maps and atlases, globes, digital map referencing software. Resources are kept in the Geography resource area and sometimes in classrooms. The subject leader has the responsibility for supplementing resources, as the budget allows, and incorporating resource requirements in the Geography action plan.

### **Trips and Visitors**

Geography can be enhanced by inviting special visitors into school or going on curriculum trips to further the children's learning experience.

Trips should be planned well in advance, with careful consideration given to the aims and objectives of the trip and the nature of the activities to be experienced. All visits must be authorised by the Head Teacher. Whenever possible a prior visit should be made by the person organising the trip in order to assess its suitability and to help carry out a risk assessment. A risk assessment must be completed and given to the Head Teacher before every visit. The annual consent form must have been completed and returned for all children going on the visit and parents should be sent details of the trip, including time, place, clothing, lunch arrangements, planned activities and any special arrangements. Please see the School Visits Policy for more comprehensive information.