

Elm Park Primary School

Geography Policy



'Aspiring to be the best we can be!'

Policy type	School
Statutory compliance with	N/A
Version date (materially changed)	

Responsible (author)	Mrs C. Dyer
Approved / Accountable	HT
Consulted	HT DHT Staff
Informed	All staff

Review Frequency	Every 3 years
Last approved date	
Approved by	Headteacher

This policy has been impact assessed by Lesley Fuller in order to ensure that it does not have an adverse affect on race, gender or disability equality.

School Values

At Elm Park Primary School, we believe it's every child's first chance at formal education and they deserve nothing but the best. Through our school we grow good people, people who are inspired and excited to make a difference to their lives and the lives of those around them.

Our vision will be achieved by:

- Providing a happy, vibrant and thriving school.
- Working together to develop a lifelong love of learning as we excel in all that we do.
- Ensuring excellence in teaching and learning and in all aspects of school life.
- Setting high standards through a rich, broad and balanced curriculum.
- Nurturing and supporting individuals, helping every child to exceed his or her potential in all areas of learning.
- Together taking pride in everyone's achievements
- Providing a safe, supportive and challenging environment where children feel confident and secure to take ownership of their learning.
- Equipping children with the skills and positive attitudes to become creative and independent thinkers and become learners for life within an ever-changing world.
- Actively involving parents in their children's learning and supporting the life of the school.
- All having exceptional expectations of achievement and behaviour, of openness, honesty and mutual respect as part of a caring and tolerant global community.

1. Introduction

- 1.1 Geography is a foundation subject in the National Curriculum. It is concerned with the study of places, the human and physical processes that shape them and the people who live in them. At Elm Park Primary School, our Geography teaching aims to stimulate an interest in, and knowledge of, other cultures and to encourage respect and understanding.
- 1.2 In studying the school environment, our local area, contrasting areas of the U.K. and other parts of the world, children are encouraged to think about the interaction between people and the environment in which they live. They also develop life skills, including those of enquiry, problem solving, ICT, investigation and map reading.
- 1.3 'A high quality Geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.' *National Curriculum 2014*

2. Aims

- 2.1 At Elm Park Primary school the aims of Geography incorporate the following ideas in collaboration with the LA curriculum policy and the National Curriculum guidance.
- Allow children to gain knowledge and understanding of the world they live in
 - Stimulate their interest in and knowledge of other cultures and to encourage respect and understanding
 - Allow children to learn geographical skills, including how to use an atlas and to draw and interpret maps
 - Enable children to know and understand environmental problems at a local, regional and global level
 - Encourage in children an understanding of our responsibility for the earth and its resources and an appreciation of what 'global citizenship' means
 - To develop skills, including those of enquiry, problem solving, ICT, investigation and how to present their conclusions in the most appropriate way.

3. Time Allocation

- 3.1 Teachers are responsible for their own short-term geography planning and are able, at their discretion, to block plan units of work in order to address continuity and coverage of the relevant skills that need to be taught.
- 3.2 The amount of time devoted to geography weekly will vary when it is taught through a block plan of units.

4. Planning, Teaching and Learning

- 4.1 The long-term plan outlines the units of work to be covered from EYFS to

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Year 6 and the included activities to ensure continuity and progression. This is following the suggested skills to be covered by the National Curriculum.

- 4.2 Medium term plans provide the key skills and learning intentions for each unit together with the levels of expectation at the end of the unit. Class teachers include success criteria, activities and cross curricula links on their plans.
- 4.3 Class teachers include the learning intentions and success criteria plus focused skills on the short-term plans that they produce based on previous assessment of the subject.
- 4.4 Geography may be:
- Integrated within each year group's termly topic
 - Taught discretely to cover specific skills and knowledge
 - Linked with other subjects specifically ICT, Technology, History, Art, English and Maths.

5. Assessment, Recording and Reporting

- 5.1 Assessment is undertaken through observation, talking with pupils, marking written work and peer and self-assessment. Evaluating discussion and drama work is also a means of assessment.
- 5.2 Children record their work in Geography in various ways. They may write recounts, diaries and stories, use charts, maps and graphs, produce pictures, posters, comic strips, record discussions, take and manipulate photographs, participate in role play, debates or interviews, and construct models. The nature of this recording will be decided by the class teacher and/or the pupil depending on the task. A selection of work will be kept from each class or photographed by the subject leader.
- 5.3 Reporting is done informally in the Autumn and Spring term via parents' evenings and in the Summer term through a written report to parents.

6. Resources

- 6.1 Children will be given the opportunity and encouraged to use a wide range of primary and secondary sources. These include books, pictures, paintings, photographs, film, printed resources, government records, diaries, artifacts, maps and oral evidence.
- 6.2 Teaching resources can be found in topic boxes located in year group pod cupboards, classrooms and in the labeled cupboards on the upper floor. Children are also encouraged to bring items of interest to school to stimulate discussion and to display inside and outside the classroom.

7. Vocabulary

- 7.1 Appropriate and continual use of Geographical vocabulary is part of good practice in primary Geography. At Elm Park Primary pupils will be exposed to and encouraged to use Geographical vocabulary.

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Geographical language can be used in discussion, topic glossaries and in displays. Subject specific vocabulary is taken directly from the new curriculum recommendations.

8. Inclusion

- 8.1 Children bring different experiences and knowledge to Geography. The general knowledge and skills they already possess should be valued whilst opportunities for widening their experiences need to be created. We are committed to enabling each child to access the whole curriculum. All children are included in the teaching of Geography.
- 8.2 Teachers provide learning opportunities that are matched to the needs of the children whether they have special educational needs or considered more able. Activities are often organised in a practical and multi-sensory way, and different forms of communication and recording are used, such as model making, drawing, ICT, photographs and talking. Teaching Assistants can be used to support children where necessary.
- 8.3 Relevant support and differentiation is provided for children as appropriate. No child will be discriminated against because of issues such as ability, disability, gender, religion or ethnicity.

This policy is to be read in conjunction with the policies for Teaching and Learning, Assessment, Marking Feedback, Special Educational Needs and Inclusion.

APPENDIX I

Curriculum coverage and overview

Geography is a foundation subject within the National Curriculum.

At Elm Park Primary School, the programmes of study set out in the statutory framework form the content of the school's curriculum for Geography. These cover teaching key aspects of people, places, environments, human and physical processes.

At each key stage:

- Pupils build on previous knowledge and develop Geographical skills and understanding
- Pupils incorporate Geographical enquiry into at least one topic
- Learning contexts are meaningful and relate to topic work where relevant
- Where appropriate, Geographical skills are taught discretely

Early Years/ Foundation Stage

Pupils learn through practical activities and are given opportunities to:

- Explore activities based on first hand experiences that encourage exploration, observation, decision making and discussion
- Work in an environment with a wide range of activities indoors and outdoors that stimulate children's interest and curiosity, e.g. encountering objects, creatures, people and plants in their natural environments
- Use a range of tools and materials, e.g. computers, magnifiers, wet and dry sand, coloured and clear liquids, compost, gravel and clay

By the end of Key Stage 1 pupils should be able to:

Locational knowledge

- Name and locate the world's 7 continents and 5 oceans
- Name, locate and identify characteristics of the 4 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 [for example, 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

By the end of Key Stage 2 pupils should be able 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
- 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 in 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 8 points of a compass, 4- and 6-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

At the higher levels pupils should:

Consolidate and extend their knowledge of the world's major countries and their physical and human features. They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time. In doing so, they should become aware of increasingly complex geographical systems in the world around them. They should develop greater competence in using geographical knowledge, approaches and concepts [such as models and theories] and geographical skills in analysing and interpreting different data sources. In this way pupils will continue to enrich their locational knowledge and spatial and environmental understanding.

APPENDIX II

Roles and responsibilities

The Governing Body will:

- Monitor to ensure subject policies are up to date
- Monitor information available through the school web site

The Head teacher will:

- Ensure there is an up to date policy in place
- Ensure statutory obligations are met for the subject

Subject leader will:

- Ensure that all teaching staff are familiar with the most up to date curriculum knowledge of the subject
- Monitor that the skills are being taught across each year group and that progression is planned for
- Manage the budget of the subject
- Ensure the school is adequately stocked with relevant resources
- Have an action plan in place that is relevant and kept up to date
- Monitor the work completed in pupils' books.
- Train staff through team teaching, lesson feedback and staff insets.
- Provide feedback to the deputy headteacher on the coverage and progress of the subject and actions as set through the action plan.
- Be responsible for the budget of the subject.

Class Teachers will:

- Ensure that all skills are being taught within the subject according to the curriculum and that they are progressive
- Provide opportunities for pupils to meet curriculum requirements
- Ensure they have the most up to date knowledge of the curriculum or seek advice to find the relevant information
- Accommodate a range of learning styles
- Differentiate tasks to suit the individual learners ensuring that challenge is appropriate for each child.
- Mark work in line with Marking and Feedback Policy
- Support the subject leader by carrying out requests relating to the monitoring of the subject and meeting deadlines as set by them.

Inclusion lead will:

- Offer advice to ensure all children are able to access the subject.

Phase leaders will:

- Follow through to ensure identified school priorities are implemented.

Support staff will:

- Support the correct use of equipment
- Adapt tasks to allow access for all children

Pupils will:

- Share their views on the subject when asked
- Engage in activities in a manner that keeps them and others safe
- Engage in activities in a respectful and tolerant manner