

Geography Policy

Tany's Dell Primary School

Autumn 2016

At Tany's Dell we believe that Geography is critical to young people's understanding of the world around them. We want young people to marvel at the beauty of natural landscapes, to understand why our environments are changing, and to appreciate how their actions affect others far across the globe. We want them to understand their own local areas and when they travel, to understand the places they visit, rather than just passing through. We want to give young people these skills and show how geography can inspire and challenge. Please also see our Teaching and Learning Policy.

At Tany's Dell we aim to:

- Develop an understanding of the varied features and conditions, which make up the physical environment, and in so doing; help to make sense of their surroundings.
- Understand the positive and negative effects that humans have on the environment, and therefore develop the children's sense of responsibility for the earth.
- Develop geographical skills, including:
 - 1) Observing and comparing places and geographical features using appropriate vocabulary
 - 2) Measuring and recording accurately, enabling interpretation of geographical information
 - 3) Interpreting and using maps, atlases and globes, making use of keys in order to understand about their local area, the UK, Europe and other areas of the world.

We believe that all children should have equality of opportunity and should be able to access the Geography curriculum regardless of race, religion, gender or ability. Please also see our Equalities Policy.

Curriculum planning:

In the foundation stage, teaching is based on the Early Years Foundation Stage Curriculum and is implemented as part of Understanding the World through themes. The National Curriculum sets out the required learning for children from Year One to Year Six. It is the basis for planning and teaching in Geography and is implemented through a creative Tany's Dell curriculum themed approach, incorporating cross curricular links. This is a whole-school overview of Geography topics that ensure coverage and progression across the school.

Foundation Stage	Nursery – Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Reception – know about similarities and differences in relation to places, Talk about the features of their own immediate environment and how environments might vary from one another.
Year One	<u>Locational Knowledge</u> 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. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. <u>Human and Physical</u> Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. <u>Skills and Fieldwork</u> 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. Use simple compass directions (North, South, East, West) and locational and directional language (eg near and far, left and right) to describe the location of features and routes on a map.
Year Two	<u>Locational Knowledge</u> - Name and locate the world's seven continents and five oceans <u>Place Knowledge</u> - 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. <u>Human and Physical</u> - 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. <u>Skills and Fieldwork</u> 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 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.

Year Three	<p><u>Locational Knowledge</u> - 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.</p> <p><u>Human Geography</u> - Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links.</p> <p><u>Skills and fieldwork</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of the compass, grid references, symbols and key to build their knowledge of the United Kingdom 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.</p>
Year Four	<p><u>Locational Knowledge</u> - Locate the World's countries, using maps to focus on Europe [UK, Ireland, France, Holland, Belgium, Spain, Greece, Denmark and Germany]; concentrating on their environmental regions, key physical and human characteristics and major cities. Identify the position and significance of latitude, longitude, Equator, Northern and Southern Hemisphere, the Tropics of Capricorn and Cancer, Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p><u>Place knowledge</u> -Understand geographical similarities and differences through the study of human and physical geography of a region in a European country.</p> <p><u>Human and Physical geography</u> - Describe and understand key aspects of physical geography including climate zones, rivers, mountains and the water cycle.[Link to Science]</p> <p><u>Geographical Skills and fieldwork</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of the compass and four figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world.</p>
Year Five	<p><u>Locational Knowledge</u> - Locate the world's countries, using maps to focus on the rest of Europe [see Yr 4] (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics and major cities.</p> <p><u>Place knowledge</u> - Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.</p> <p><u>Human and physical geography</u> - Describe and understand key aspects of human geography including the distribution of natural resources, including energy, food, minerals and water.</p> <p><u>Geographical Skills and fieldwork</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of the compass and four 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.</p>
Year Six	<p><u>Locational Knowledge</u> Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Identify the position and significance of latitude, longitude, Equator, Northern and Southern Hemisphere, the Tropics of Capricorn and Cancer, Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p><u>Place knowledge</u> -Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America.</p> <p><u>Human and physical geography</u> - Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, volcanoes and earthquakes.</p> <p><u>Geographical Skills and fieldwork</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of the compass and 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. 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.</p>

Monitoring:

We have identified Key Performance Indicators (KPIs) for each year group that show us how well the children are performing compared to national expectations. The Geography Leader then collates this information and uses that, as well as information from monitoring teachers' plans, lessons and children's work to ensure our provision and pupil outcomes are the very best they can be. Any next steps to move the subject and the children's learning forward are fed into the Geography Leader's action plan, which is part of the whole school development plan.