

Harewood Primary School

Geography Policy

Harewood Primary School Geography Curriculum Policy

National Curriculum

This policy should be read in conjunction with the National Learning Challenge Curriculum for Geography that was written in 2014.

'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. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.' **National Curriculum 2014**

What is the Intent of Geography at Harewood Primary?

At Harewood Primary School our intent is to engage children with the world around us, both physical and human. We hope to develop children's experiences and understanding of Geography, inspiring and igniting their curiosity in the world in which we live.

Our aims in Geography are:

- To give children an understanding of their local environment and to contrast this with other environments they may not be familiar with.
- To promote awe and wonder of the world.
- To promote the human and physical characteristics of places across the world that make our planet unique.
- To enable learners to be confident to understand and ask questions about the world around them.
- To encourage our subject to be learned inside and outside of the classroom.

The new learning challenges have been developed to ensure full coverage of the National Curriculum. It follows the programmes of study for each year and uses Geography as the main driver but ensures that creative and expressive arts get a fair representation across the curriculum.

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.

How is the Subject Organised and Implemented within School?

Each learning challenge is carried out for 1 or 2 weeks each term across the year.

Planning

Each set of Learning Challenges begins with a learning enquiry questions and then links directly to the Geography knowledge, skills and understanding to ensure that learning is progressive and continuous. There should be an attempt to link either creative or expressive arts into each learning challenge so that there is breadth and balance in the coverage as a whole.

The ethos that underpins the Learning Challenge approach requires teachers to check on what children already know and then invite them to think of their own questions. This approach is still highly desirable but teachers need to ensure that they are meeting the National Curriculum requirements.

Very importantly, ensure that all content absolutely meets your context.

Lesson Plans are located in each year groups planning folders on the shared system prior to teaching.

Harewood Primary School Geography Long Term Plan

	Term 1		Term 2		Term 3		Total Weeks
EYFS Nursery	Our local area: Where do we live? (Autumn 1)	Our local area: Where can I visit? (Autumn 1)	Animals: How do we look after animals in other countries? (Spring 1)	Animals: What will I find on the farm? (Spring 1)	Our local area: Forrest School (Summer 1)	Holidays and journeys: Where do we go on holiday? (Summer 2)	Ongoing
EYFS Reception	Our local area: Where do we live?		Environments: What's in Space?		Environments: Where are we going today?		Ongoing
Year 1	UK and our locality: Thornaby What would Dora the Explorer discover in Thornaby?		UK: Scotland Where does Katie Morag live?		UK and our locality: Saltburn Why do we like to be beside the Sea-side?		5
Year 2	The World: Arctic and Antarctic Where do Polar Bears and penguins come from?		The World: Continents and Oceans Where is China?		UK: England, Ireland, Scotland and Wales: Which countries are in the United Kingdom?		6
Year 3	UK: England, Ireland, Scotland and Wales What is the difference between a county and a city?				UK and their locality: North East Why is the North East such a special place to live? (Summer 1)	World: Australia What is life like "down under"? (Summer 1)	5
Year 4	Europe: Italy Why do volcanoes erupt?		World: Africa - Kenya What would it be like growing up in Kibera?		Europe: Spain or France or Greece Why is The Mediterranean such a popular place for holidays?		6
Year 5	World: The Caribbean – St Lucia Where do our bananas come from?		World: N America - USA What is The Star – Spangled Banner? (Spring 1)	World: N America – Canada Where can you see a grizzly bear? (Spring 2)			6
Year 6	UK: London (Rivers) How is the River Thames different to the Tees? (Autumn 1)	UK: London (Map work) Can you lead me through the streets of London? (Autumn 2)	World: India What is interesting about India?		World: S America Why is the Rainforest so important to us all?		9

Pupil Grouping

Geography is taught in mixed ability groups within the class.

Teaching & Learning

In designing the curriculum teachers and learners are using a prime learning challenge, expressed as a question, as the starting point. Using the information gained from pre-learning tasks and the school's context, a series of subsidiary challenges are then planned. Each subsidiary learning challenge is also expressed as a question.

Teachers try to plan a diverse range of activities through which to teach geographical skills, knowledge and understanding. These activities should reflect the different learning styles of children and encourage enthusiasm and interest in the world around them. Ten minutes of each lesson is allocated to geographical general knowledge either in the form of a quick-fire quiz or a game of some kind. It is hoped that by revisiting key facts with such frequent children will retain them – **Knowing more, remembering more and being able to do more.**

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 be taught to:

Locational 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 [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.

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 be taught to:

Locational knowledge

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- 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 within 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 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
- 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.

Trips

First-hand experience is incorporated into the planning allowing children to go on trips. This would adhere to the Geographical skills and fieldwork aspect of the programme e.g. fieldwork and observation.

Cross- Curricular Links

Teachers try whenever possible to link concepts from within different subjects to give them meaning in a wider context. Art, model making, ICT, food technology, drama, stories and poetry are all links with other subjects that can enlighten and enhance the learning in geography. Cross-curricular links are identified in the points to note section of the units of work. Where possible, the geography topic will be used as the theme in the English weekly plan.

ICT

Class teachers and the ICT team explore the opportunities offered by ICT to enhance teaching and learning. Use of cameras, iPads and laptops is encouraged to help enhance learning.

Cross Phase Links

The focus at key stage 1 should be developing knowledge about the world, the United Kingdom and their locality. As they progress, key stage 2 pupils should be expected to extend their knowledge to include Europe, North and South America as well as significant human and physical features. Staff work closely to ensure that there is continuity and progression on transfer.

Specialist Teaching

Where there is a teacher with a geography specialism within a year group, they will lead the planning and support colleagues with advice and in some cases teach the subject across the year group.

Classroom Assistants

Classroom Assistants are used primarily to support children with Special Educational Needs to enable them to have equal access to the learning objectives of the lesson. They may work alongside the children to provide additional explanations or they may adapt activities to meet the particular special needs of an individual child. They work under the guidance of the class teacher and are part of the planning for the lessons. Auxiliaries develop knowledge and understanding of how the SEN children in their group learn and this experience is valued greatly.

Presentation and Recording of Work

In geography children's work can take various forms. It can be a piece of writing, a drawing or painting, a report or a presentation, a play, a model or piece of craft work. Children can record their work individually, as a group or class.

Resources

We have a selection of geography resources, including, teacher resource material, DVDs, posters, atlases and maps. The library contains a wide selection of children's reference material. We utilise the surrounding areas as a learning resource and make field trips and visits where ever appropriate. We have a subscription to TWINKL PlanIt which provides topic planning and resources.

Assessment and Record Keeping

At the beginning of each topic an assessment sheet which contains the enquiry questions, key vocabulary and assessment framework for working below, inline and at greater depth will be stuck into workbooks before the first piece of work. The objectives will be highlighted as taught and the end of unit assessment will be recorded. Children will be given the opportunity to self-assess through pupil voice, this will also be included on the assessment sheet – each year group can choose how they wish children to record this. Formative assessment is ongoing. Marking of written work is part of the assessment process and identifies attainment and progress that is shared with the children. Children must be given opportunities to reflect on their learning. Assessment activities are varied and can be a piece of writing, a quiz, a piece of practical work or a presentation. Teachers may use evidence from discussions or written work to assess attainment.

SEN

All children take part in mainstream lessons for geography; the children from the Support Base/ARP are fully included. They are given access to the learning outcomes by additional support from the classroom auxiliaries, planned differentiated activities and specific resources where appropriate. The SENCO is available to support staff with advice concerning any aspect of special needs.

Equal Opportunities

The geography curriculum is accessible to all children irrespective of age, ability, gender and cultural background. Children are encouraged to respect and value the diversity of other cultures and lifestyles.

Health & Safety

All school visits are carefully planned with safety in mind and consideration of the age and ability of the children. Field trips are well supervised. Staff should refer to the Educational Visits Guidelines. All trips require a risk assessment.

Role of the Subject Leader

Please refer to the policy on the role of the Curriculum Leader.

Parental Involvement

As co-educators of children parents have an important role to play. They should be kept informed about the areas of study within geography so that they can make the most of any opportunities to apply the geographical concepts learnt at school within the local environment. Parents are provided with a termly plan of subjects covered to allow for this.

Termly Homework Plans could include a geography-based activity and support learning in school. The teacher needs to provide parents with enough information to enable them to be clear about the purpose of the activity and their role.

Role of the Governing Body

The Curriculum Working Party has the role of approving all curriculum policies.

Reviewed: September 2019

Review date: September 2020