



# **Geography**

## **Policy and Guidelines**

### **September 2017**

#### **Policy Authorisation**

<b>Authorised Date</b>	<b>By</b>	<b>Version</b>
September 2017	Headteacher	

<b>Review Date</b>	<b>Changes Made</b>	<b>Next Review</b>

## Carville Vision and Values

***Having a vision for school means having a goal for the future and undertaking a journey towards that goal. Everything we do as a school should lead us a step closer to our vision. The achievement of our vision is only limited by our imagination and the strength of our resolve.***

At Carville we want:

- children and families to recognise the vital role of learning in shaping the world of their future
- every day to be a learning adventure which builds on children's natural curiosity and enthusiasm for learning
- children to take responsibility for the choices they make
- children to be confident, independent, creative thinkers
- respect for ourselves and each other to be central to everything we do
- every decision we take to have a positive impact on children's learning
- every member of our school community to feel safe and valued

Through this, in close partnership with home and the wider community, we believe we will prepare children to enjoy a life-time of learning.

## The Carville Promise

May our school be welcoming.

May our school be encouraging.

May our friendships be never-ending.

May we be kind and helpful to each other.

May we respect all those we meet in our day.

May we be proud of our achievements.

May we learn as much as we can.

May we be patient and never give up.

Thank you for our Carville family.

## Rationale

At Carville Primary School we are committed to providing all children with learning opportunities to engage in geography. This policy reflects Carville Primary School's values and philosophy in relation to the teaching and learning of geography. It sets out a framework within which teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment. It is in conjunction with the National Curriculum for Geography.

At Carville Primary School our aims are to ensure all children are given a range of high quality geography experiences. Geography teaches an understanding of places and environments.

Through their work in geography, children learn about their local area and compare their life in this area with that in other regions in the United Kingdom and 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.

### Statement of Intent

At Carville we aim to:

- Enable children to gain knowledge and understanding of places in the world;
- Increase children's knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multicultural country;
- Enable children to know and understand environmental problems at a local, regional and global level;
- Encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means;
- Stimulate children's interest in their surroundings and develop a knowledge and understanding of the physical and human processes which shape places;
- Provide learning opportunities that enthuse, engage, and motivate children to learn and foster a sense of curiosity and wonder at the beauty of the world around them;
- Make sense of their own surroundings through learning about their own locality and the interaction between people and the environment;
- Develop the geographical skills, including how to use, draw and interpret maps of different scales, and the vocabulary necessary to carry out effective geographical enquiry;
- Formulate appropriate questions, develop research skills and evaluate material to inform opinions.
- Develop a variety of other skills, including those of enquiry, problem solving, ICT, investigation and how to present their conclusions in the most appropriate way.
- Enable children to work geographically in a range of appropriate contexts, using a variety of materials and equipment including other people's experience and knowledge.

## Statutory Requirements

The National Curriculum (2014 onwards) outlines the criteria for teaching Geography through its programme of study:

### **Early Years Foundation Stage**

Foundations for geography can be found within EYFS Characteristics of Effective Learning: Engagement, Motivation and Thinking, and the Prime and Specific areas of Learning and Development. In particular – Understanding the World: The World and People and Communities, as well as Expressive Arts and Design: Exploring and using media materials.

A child's knowledge and understanding of the world develops through hands on practical experiences and opportunities such as making use of indoor and outdoor areas for investigations of the natural world, providing play maps, role play reflecting diversity and finding out about different cultures.

### **Key Stage 1**

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand 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 countries 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 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 tools and skills to enhance their locational and place knowledge.

Pupils should be taught to:

### Locational Knowledge:

- 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 countries 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 and record the human and physical features in the local area using a range of methods, including sketch maps, plans, graphs and digital technologies.

### Teaching and Learning

At Carville Primary School we use a variety of teaching and learning styles in our geography lessons. We believe in whole-class teaching methods and we combine these with enquiry-based research activities. We encourage children to ask as well as answer geographical questions. We offer them the opportunity to use a variety of data, such as maps, statistics, graphs, pictures and aerial photographs, and we enable them to use ICT in geography lessons where this serves to enhance their learning. Children take part in role-play and discussions, and they present reports to the rest of the class. They engage in a wide variety of problem solving activities. Wherever possible, we involve children in 'real' geographical activities, e.g. research of a local environmental problem or use of the Internet to investigate a current issue. At Carville Primary School children gain knowledge about specific countries through whole school theme days such as French Day.

We recognise the fact that there are children of widely different abilities in Geography in all classes and we 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 common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, some children not completing all of the tasks;
- grouping children by ability and setting different tasks to each ability group;
- providing resources of different complexity according to the ability of the child;

- using classroom assistants to support the work of individual children or groups of children.

### Cross-Curricular Opportunities

The teaching of Geography encompasses many cross-curricular opportunities including:

- Reading – children have access to high quality topic related texts and are introduced to a wide range of vocabulary.
- Writing – children are expected to write using the same standards set out in Literacy.
- Science – geography lessons provide children with opportunities to explore the living world around them, understanding how both nature and humans can impact upon this.
- Numeracy – geography lessons provide regular opportunities to collect and analyse data.
- PE – children participate in orienteering activities, developing skills in map work whilst being physically active.
- History – during history topics, children are introduced to the human geography of the area and how this has shaped the land use/history.

### Outdoor Learning

Outdoor Learning is an embedded part of our curriculum at Carville Primary School, and as such, children investigate the physical and human geography of their local area by being outside and experiencing it for themselves. Such opportunities include:

- local land use surveys
- travelling to local locations on foot
- educational visits
- residential visits (Kielder, High Borran)
- Forest School

### Forest School

Every child at Carville Primary School has the opportunity to take part in Forest School sessions during the school year. As part of these sessions, children become familiar with the geography of woodland environments, learn to compare this environment with urban areas and begin to understand the impact humans have on the environment.

### Curriculum Enrichment/ Partnerships

- Richardson Dees Park – Zoe Fraser (Education Officer)
- Rising Sun Country Park – Chris Tallak (Warden)
- NEST (North East Skills Training) – Andrew Vince (Navigation Award)
- Northumbria WW1 Project – Local Area Studies
- Geographical Association
- North Tyneside PE & Sport Team – Orienteering
- Beamish – Local Area Studies

- World of Work – Local Human Geography Studies
- Segedunum – Local Area Studies

### Assessment and Target Setting

We assess the children's work in geography by making formative judgements as we observe the children during lessons. Once the children complete a piece of work, we mark and comment as necessary. Once they complete a unit of work, we make a summative judgement of the work of each pupil. These end of unit assessments are collated in the Geography Assessment file. The new curriculum assessments for geography are set out in the format of 'I can' statements for Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2. The geography subject leader keeps samples of children's work in a portfolio. A collection of photographs of geography related displays, visits and activities is also kept.

### Equal Opportunities and Inclusion

Children are offered full access to a broad and balanced curriculum regardless of gender, race or disability. Members of staff are provided with appropriate training in all aspects of geography in an equitable manner, in line with the priorities of the School Improvement Plan.

At Carville Primary School we teach geography to all children, whatever their ability. Geography forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our geography teaching, we provide learning opportunities that match the needs of children with learning difficulties and we take into account the targets set for individual children in the Individual Education Plans (IEPs). We are very aware that gifted and talented pupils should be identified and catered for. Gifted and Talented pupils are encouraged to reason, argue and reach well considered opinions on issues such as the environment and the inequalities of life in different places. They are likely to be creative and original in their thinking so are encouraged to go beyond the obvious solution to a problem. Gifted and Talented pupils may also have opportunities to attend enrichment sessions linked to geography.

### Spiritual, Moral, Social and Cultural Development

We believe that school is about far more than learning the curriculum. Spiritual, Moral, Social and Cultural development ranges from teaching in RE and citizenship through to a wide range of extra-curricular and out-of-school activities. These vital dimensions of life and growth are present across the entire curriculum. Spiritual, Moral, Social and Cultural development is about the purpose in life and the values by which to live. The children are given experiences to develop in these areas through our active school council discussions, circle time and whole school collective worship. We have a Carville Promise which is an important part of our ethos and was developed by the children. Through our whole school theme days, SMSC is key and children are given rich learning experiences.

At Carville we work to foster a 'growth mindset' in all of our pupils. The ability to see themselves as powerful agents of change is fundamental to healthy emotional and social development and as such pupils are encouraged to reflect on how they can work more effectively to achieve the outcomes they desire.



## Subject Monitoring and Review

The **geography coordinator** is responsible for:

- Writing the STEM School Development Plan and feeding back to the SLT on targets.
- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Reviewing changes to the national curriculum and advising on their implementation.
- Monitoring the learning and teaching of geography, providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out an annual audit of all geography resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- 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.

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 coordinator about key topics, resources and supporting individual pupils.
- Monitoring the progress of pupils in their class and reporting this on an annual basis.
- Reporting any concerns regarding the teaching of the subject to the geography coordinator or a member of the senior leadership team (SLT).
- Undertaking any training that is necessary in order to effectively teach the subject.

## Geography Resources

Throughout geography lessons at Carville Primary School, children will have access to a wide range of geographical equipment and resources, including:

- Age appropriate atlases
- World Maps
- Globes
- Aerial Mapping Software (e.g. Google Earth)
- Ordnance Survey maps
- Compasses
- Digital Cameras
- Data Logging equipment
- Wipe clean mapping grids
- Tape Measures
- ICT suite
- iPads
- Outdoor Clothing (waterproofs and wellington boots)

## Vocabulary

Children will be exposed to a diverse list of geographical vocabulary, and encouraged to use these key words throughout their work. Class teachers will ensure topic related vocabulary is displayed for use within each topic and referred to throughout. Spelling of these key words in pupils' work will be monitored in line with the school's Assessment for Learning Policy.