



Whitstone Community  
Primary School

Geography Policy

# Whitstone C.P. School

## Geography Policy

This policy outlines the learning, teaching, organisation and management of geography at Whitstone C.P. School.

### Aims

At Whitstone C.P School we aim to:

- Stimulate pupils' interest in and curiosity about their surroundings
- Increase their knowledge and understanding of the changing world
- Encourage pupils to ask questions and propose solutions to environmental problems
- Develop pupils' competence in specific geographical skills
- Foster a sense of responsibility for the earth and its resources
- Develop children's awareness of local and international geography

### Teaching & Learning

#### Geography activities in the Foundation stage

Geographical aspects of the curriculum for the Foundation Stage are found under the heading 'Understanding the world' in the Early Years Foundation Stage (EYFS) Curriculum.

#### Requirements

There are seven areas of learning and development that must shape educational programmes in the Foundation Stage. All areas of learning and development are important and interconnected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

Whitstone C.P. School will also support children in four *specific* areas, through which the three prime areas are strengthened and applied. Understanding the world is one of these specific areas:

**Understanding the world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

## Aspects of Understanding the world and The Early Learning Goals

The Early Learning Goal states that by the end of the Foundation Stage children should be able to:

**People and communities:** children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

**The world:** children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

**Technology:** children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

## Foundation Stage Planning

Learning and development at Whitstone C.P. School will be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity.

Adult-led activities for the geographical aspects of the planned curriculum are organised into different themes, which fit into Class One's themed curriculum for the term and the School's long term planning for Geography.

## **Key Stages 1 & 2**

### **Planning**

In Key Stages 1 and 2 the National Curriculum is used and members of staff have devised a rolling programme.

In 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.

To do this pupils will be taught 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

In 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

- 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

### Teaching Strategies

When teaching Geography teachers at Whitstone C.P. School will use a variety of teaching strategies, including:

- Whole class teaching
- Talking partners
- Mixed ability group work (co-operative groups)

- Problem solving and investigation
- Practical work
- Question and answer sessions, discussions and debates
- Individual and group research
- Use of key questions to promote higher order thinking skills
- Role play and drama
- Fieldwork and visits
- Guest speakers

### **Cross-curricular Links**

Geography skills will also be supported and developed through meaningful cross-curricular links. For example teachers may give children opportunities:

- To use co-ordinates & directions in Mathematics.
- To research a variety of places in Computing lessons.
- To explore different areas through communicating with peers in MFL lessons.

### **Assessment**

Teachers will use a range of methods to assess learning in Geography, including observations, discussions and written work. Staff in Key Stages 1 & 2 will devise their own methods of recording assessments. Within the Foundation Stage, staff will use the Early Learning Goals to support them in carrying out assessments.

Children will also be encouraged to assess their own learning. For example, by assessing their progress against 'I can...' statements.

Progress will reported to parents via meetings and yearly reports. In the Early Years information from the Foundation Stage Profile will also be shared with parents.

### **Resources**

The resources available include: reference books, textbooks, library loans, teacher prepared materials, pictures, photographs, maps and atlases, globes, digital map referencing software.

The school has also subscribed to the Inspire Curriculum and teachers may use this to support planning and teaching.

### **Equal Opportunities and Inclusion**

All children regardless of their race, sex, religion or ability will be given equal opportunities to develop their knowledge, skills and understanding of geography.

The curriculum is suitably differentiated to suit the needs of all children, including those with special needs.

All necessary adaptations will be made to enable all children to access the curriculum. Fieldwork is adapted according to individual requirements.

### **Health and Safety**

Fieldwork and site visits are an important part of geography teaching. School health and safety guidelines will be followed at all times and a full risk assessment completed for all visits.

Policy to be reviewed: October 2019