



Southfields Primary- Geography Policy

Written by: S. Grant and C. Birch

Date: 24.01.21

Last reviewed on: Spring 2021

Next review due by: Spring 2023

STATUTORY REQUIREMENTS

In the Early Years Foundation Stage

During the Foundation Stage, the children are given the opportunity to (via 'Understanding the World') to comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.

- To talk about some of the things they have observed, such as plants, animals, natural and found objects.
- To talk about why things happen and how things work.
- To develop an understanding of growth, decay and changes over time.
- To show care and concern for living things and the environment.
- To look closely at similarities, differences, patterns and change.
- To talk about past and present events in their own lives and in the lives of family members.
- To know about similarities and differences between themselves and others, and among families, communities and traditions.
- To 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.

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.

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.

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 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.

INTRODUCTORY STATEMENT OF INTENT

At Southfields we aim to equip our Geographers for the modern world. We educate children with a knowledge of diverse places, people, resources and natural and human environments. We aim to ensure children understand how the man-made and the natural worlds interact with each other and also how they change over time. Children will study many sources such as maps, diagrams, photographs and local areas of importance. Experiences are central to creating a love of learning in Geography; these experiences range from in the classroom, to engaging educational visits in our unique locality or further afield. It is an ambitious balance of meeting the National Curriculum aims.

RATIONALE

The curriculum at Southfields Primary School has been designed with the hope to ensure the children have an experience of Geography that meets their needs as British and global citizens. It takes into account statutory aims as well as wider learning that reflect the identity of our community and city. It is our hope that children leave Southfields having thought critically about their learning and have the beginnings of an understanding of the world around them which will help to shape their future.

AIMS

- ✓ To develop an interest in the locality, UK and wider world – to foster appreciation of how different regions of the world can be
- ✓ To learn about the geography our own country and of the world and how these may be interlinked
- ✓ To help pupils develop a sense of identity through learning about their community, Britain, Europe and the world
- ✓ To develop a range of skills necessary for geographical enquiry and interpretation
- ✓ To enrich other areas of the curriculum
- ✓ An understanding of life in the present by exploring the past
- ✓ A curiosity and inquisitiveness about different areas of the world
- ✓ An understanding of geographical concepts such as cause/consequence, continuity and change
- ✓ An understanding of how sources and evidence are used to make geographical statements and conclusions
- ✓ To enable children to gain knowledge and understanding of places in the world;
- ✓ To 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 multi-cultural country;
- ✓ To allow children to learn graphic skills, including how to use, draw and interpret maps;
- ✓ To enable children to know and understand environmental problems at a local, regional and global level
- ✓ To encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means

- ✓ To 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.

IMPLEMENTATION

Geography at Southfields is taught regularly over the three terms of the school year. Each Year group and phase have specific 'enquiries' to study, thereby ensuring that there is no direct repetition of themes through the key stages. Whilst there is little repetition of these themes, distinct geography skills are taught, added to, refined and embedded throughout the school career of our children. Teachers have identified the key knowledge and skills of each 'question' and consideration has been given to ensure progression across topics throughout each year group across the school. At the beginning of each topic, children are able to convey what they know already as well as what they would like to find out. This informs the programme of study and also ensures that lessons are relevant and take account of children's different starting points. Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion. Cross curricular outcomes in geography are specifically planned for, with strong links between geography and other curriculum areas identified, planned for and utilised. Where appropriate, the local area is utilised to achieve the desired outcomes, with opportunities for learning outside the classroom sought where possible.

In lessons, there is an emphasis on using high quality sources of information and evidence to think as geographers. Children are exposed to a wide variety of sources, such as photographs, aerial maps, Ordnance Survey maps, atlases and texts. Children are given opportunities to study their locality and how it has changed over the years as well as areas of study that concern the UK and the world.

IMPACT

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Key geographical knowledge is taught to enable and promote the development of children's geographical skills. Assessment is supported by use of the following strategies:

- Observing children at work, individually, in pairs, in a group and in class during whole class teaching.
- Using differentiated, open-ended questions that require children to explain and unpick their understanding.
- Providing effective feedback, including interactive marking through green pen questions where appropriate, to engage children with their learning and to provide opportunities for self-assessment, consolidation, depth and target setting.
- Book moderation and monitoring of outcomes of work, to evaluate the range and balance of work.

Topics are not assessed individually to avoid solely focusing on the retention of facts and is instead assessed against our milestones which apply to phases and multiple topics on a yearly basis. For each year pupils are assessed as having met the expected milestones, exceeding them or emerging in the expectations of that phase.

The curriculum is reviewed by all staff, not just the subject leader and is reflective of topical events and the changing needs of the children.

Special Educational Needs Disability (SEND) / EAL/Pupil Premium / Higher Attainers

Any child with identified SEND or in receipt of pupil premium funding may have work additional to and different from their peers in order to access the curriculum dependent upon their individual

needs. Our school aims to provide for all children with a curriculum that allows for appropriate differentiation. This may be by outcome, task, resources, support, interest or ability groupings as appropriate. Opportunities are planned for children with SEND to work on their Individual Educational Plan targets. These targets are reviewed each term by the class teacher, SENCo and outside agencies such as Educational Psychologist, Social Emotional Mental Health & Learning, Complex Communication Team or Speech and Language Therapy Service.

Children who have English as a second language are given extra support, as necessary, with an EAL intervention, in class from teachers or interpreters if possible, to enable them to gain the knowledge, understanding and skills set out in the English Curriculum. Children who are 'Newly Arrived to the UK' are baselined on entry to the school to assess their level of understanding in English. Individual Language plans are drawn up and interventions immediately put into place for those that require it. Intensive support is provided to ensure these children acquire the basic language and communication skills they need in order to participate fully in all aspects of school life.

STAKEHOLDER INVOLVEMENT

Southfields values the engagement of all stakeholders such as pupils, parents, staff and governors. We have strong links with parents, informing them of and including them in their children's progress and explaining the school's approach to the teaching of Geography through termly parent meetings and annual written reports. Parent correspondence is also encouraged through the Reading Record, homework tasks and online platforms such as Class Dojo. Questionnaires for stakeholders are conducted and reported through the Geography subject leader reports. All stakeholders are actively encouraged to engage with school life and one way of doing this is by viewing our school website for information and advice.

ROLE OF THE GEOGRAPHY SUBJECT LEADER

The geography subject leader is responsible for:

- Maintaining a culture of high expectations for children and staff across the subject
- Ensuring progression and continuity across the key stage through the development of the long term plan.
- Supporting colleagues in the implementation of the medium term planning and providing support within each unit of work.
- Monitoring progress and standards within the subject.
- Keeping up to date with developments in geography and disseminating information to the rest of the teaching staff.

CONCLUSION:

This policy should be read in conjunction with the following school policies:

Teaching and Learning

Assessment and Record Keeping

Marking and Feedback

Health and Safety

SEND

EYFS

Gender Equality

Racial Equality

E-Safety

SMSC

And our GARK values