

## **NORTHCOTE PRIMARY SCHOOL**

*Caring, Learning, Growing.*

### **GEOGRAPHY POLICY**

#### **THE AIMS OF GEOGRAPHY AT NORTHCOTE PRIMARY SCHOOL**

**'Geography is a living, breathing subject, constantly adapting itself to change. It is dynamic and relevant. For me, Geography is a great adventure with purpose' Michael Palin.**

Geography is a statutory foundation subject in the National Curriculum. Aspects of it also appear in the Early Learning Goals of the Early Years and Foundation Stage. Through the teaching of Geography at Northcote Primary School, we aim to provide our children with a broad and balanced curriculum that enables them to acquire a good understanding of events, people and places in the present. Through their study and enjoyment of Geography, we will help children to develop their geographical skills and lay the foundations of knowledge and understanding that, as they grow and develop, will enable them to become more confident, caring, tolerant citizens of the 21<sup>st</sup> century.

#### **Non-Statutory Guidance:**

The study of Geography at Northcote embraces this statement and uses it as a foundation for planning programmes of study at K.S.1 and K.S.2. We should reflect in our teaching the overall aims and objectives of our school and fulfil the statutory requirements of the National Curriculum.

#### **School Aims:**

Our Northcote Curriculum is designed with the **intent** to maximise the potential of all of our pupils; intellectually, socially, morally, emotionally and culturally. We take every opportunity to encourage a love for learning within all of our pupils, based around a resilience for learning and achieving greatness. Most importantly, we allow our children to learn in a safe and stimulating environment, where their views are valued.

**Implementation** –Geography is delivered as part of our '**Citizens of the world**' Curriculum.

Geography is taught through discrete lessons, where children are imparted with knowledge and understanding of Geography and its chronology. Children are taught to explore the human and physical features of the immediate and wider world, and develop geographical skills and vocabulary. As geographers, children are taught the essential skills of being able to use and understand a range of maps. As the children's knowledge becomes embedded in their Geography

topics, the subject is used as a vehicle for exploration in other subjects. Art, drama and particularly writing are all linked to the Geography curriculum enabling children to demonstrate mastery of their understanding.

**The particular school objectives which our policy takes note of are:**

To learn how to acquire information from various sources and to record information and findings in different ways.

To know about geographical and social aspects of the **local environment**; the national heritage; to be aware of other times and places; to recognise links between local, national and international countries.

To develop **subject schemas**, enhancing children's **vocabulary** to aid with understanding in future learning.

To develop **oracy skills**, encourage children to express and opinion; backing it up with facts and information gathered from previous research.

**Specific aims of teaching Geography are:**

At Northcote Primary School, through the teaching of geography, children will develop:-

- Knowledge of where places are and what they are like.
- An appreciation and understanding of the lifestyles of the people who live there.
- An understanding of how places and environments change over time.
- An understanding of patterns and processes in physical and human geography.
- Knowledge and understanding of environmental change and sustainable development.
- An appreciation of the application of geography to environmental, social and political issues.
- The ability to carry out geographical enquiry – asking questions.
- Analytical and presentational skills especially using maps, photos, plans, atlases and diagrams.

- The use of fieldwork techniques.

**To fulfil these aims in our school specific objectives of teaching Geography are:**

At KS1, pupils should be able to-

- 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
- 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, harbor and shop
- 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

Local Geography is a sensible and practical point in the study of Geography by young children. Emphasis should be placed upon observation and simple investigative and recording skills.

At KS2, pupils should be able to:

- 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)
- 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
- 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
- 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.

## **Organisation**

### **Foundation and reception**

Throughout early years, we ensure children gain an understanding of daily routines and the seasons of the year. We focus on learning the timeline of the year by learning about seasons, months of the year, birthdays and important dates (Christmas, Easter, Diwali, Chinese New Year, etc.). During children's time in EYFS, they have plenty of opportunities to learn about local environment through the variety of topics we cover as well as having the chance to observe the difference between new and old buildings. In EYFS, we teach topics based around children's needs and interests and therefore the Geography we cover may differ from year to year.

### **KS1**

- Year 1 –The United Kingdom, Local study (fieldwork), Seaside Holidays.
- Year 2 – Fieldwork unit, United Kingdom (Countries seas and Oceans) and Australia

## **KS2**

- Year 3\* – Rivers, Mountains, Settlements, Agriculture, Volcanoes, Climate and Biomes
- Year 4 – Local Area, Contrasting European Region (Mediterranean)
- Year 5 –Mountains, Volcanoes and Earthquakes, Trade and Economic Activity, Fieldwork
- Year 6 – Fieldwork and North America

\*Year 3 are currently following the Opening Worlds curriculum. Opening Worlds is a knowledge-rich humanities programme of work, which substantially exceeds the demand of the National Curriculum for Geography. Opening Worlds will be rolled out consecutively across the next four years, starting with year 3. By the academic year 2024-2025, all KS2 will be following the Opening Worlds curriculum.

## **Whole School**

Geography week is delivered during summer term with an emphasis on a social aspect (to vary each year). All planning for the above to be put onto staff share.

## **Resources**

### **KS1:**

Resources are held within the year group requiring them.

### **KS2:**

Reference books are held in the library. Sets of class books to be held in specific year groups along with boxes holding any other relevant resources to that topic. Each class is expected to have reading resources in their reading area, allowing children the opportunity to research a historical class topic and read for pleasure.

## **Display**

Every teacher should display children's work at regular intervals - photographs of the display work to be given to the Geography coordinator for Geography file. Displays should be engaging, stimulating and informative using any available photographs, posters and artefacts. Books should demonstrate clear progression and displays should highlight important milestones reached during a topic to demonstrate clear outcomes.

## **Assessment, Monitoring and Evaluating**

The learning outcomes in each study unit will show how the children can demonstrate what they have learnt. The work will serve as a record for classes working on each unit. Progress can be linked to National Curriculum expectations, but a note only needs to be taken where a child's progress differs markedly from the rest of the class – this information would be useful to pass onto the next teacher. The Geography co-ordinator will monitor the work by collecting the Geography books at the end of each study unit and keeping a selection of books (at the end of each year) for future reference. Geography will be reported annually to parents using the work the child has completed in the study unit for reference.

## **Use of Technology**

Computing will be used to support the Geography curriculum especially in line with the aim to acquire information from various sources and record information and findings in various ways. Computers (Microsoft Word, PowerPoint, etc.) and iPads (Pages, Keynote, iMovie, etc.) used to record findings from the internet is encouraged. The school website, Twitter and other social media platforms are considered a great way of sharing the geographical learning that takes place throughout the school – upon which we often display outstanding outcomes by our children.

## **Differentiation and Equal Opportunities**

In line with our school's Equal Opportunity Policy, all pupils irrespective of race, gender and disability, should be allowed to achieve the level of success and self-esteem they deserve. Equal opportunity will be reflected in tasks, outcomes and grouping situations, allowing each child to progress at his / her own level.

## **Additional Educational Needs**

All pupils should have the opportunity to study Geography. Pupils with educational needs will be given support and work set will be appropriate for their requirements.

## **Co-ordination**

Whole school planning for the implementation of Geography will be undertaken by all staff. A Geography audit will be undertaken each year by the co-ordinator for inclusion in the school development plan with a view to acquiring more research resources and artefacts for the children to handle.

## **Health and Safety**

Safety should be of paramount importance; visits out of school to other establishments should be well supervised, and be risk assessed in line with L.A. procedures.

## **Teaching and Learning Strategies**

A wide range of strategies will be used as applicable. Pupils may work individually, in pairs, small groups or as a class. The pupils will learn through a combination of teacher exposition, research and educational visits and from other expert adults.

## **Policy Review**

This will be undertaken by the co-ordinator in consultation with the staff and senior management team.

This policy can be viewed in different formats.

<b>Member of staff responsible:</b>	<b>Mr Burbridge</b>
<b>Date Policy written:</b>	<b>September 2021</b>
<b>Date reviewed:</b>	<b>September 2022</b>
<b>Date to be reviewed:</b>	<b>September 2023</b>
<b>Date approved by Governors:</b>	
<b>Signature of Chair of Governors:</b>	