



**South Hiendley Primary School**

## **GEOGRAPHY POLICY**

Subject Leader: Miss A Sagar

Date: September 2019

Next Review: September 2020

## South Hiendley Primary School Geography Policy

### **Aims and objectives**

Children are naturally interested in the world around them. The study of geography makes a valuable contribution to their understanding of all aspects of life, giving a sense of location and place. They discover that geography is concerned with the study of places, the human and physical processes that shape them, and the people who live in them.

The aims of geography teaching in our school are:

- **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 work** individually and co-operatively, listening to and valuing the opinion of others.
- **to develop** a variety of other skills, including those of; enquiry, problem solving, (IT) computing, investigation and how to present their conclusions in the most appropriate way.

### **Teaching and learning styles**

We use a variety of teaching and learning styles in our geography lessons. We combine whole-class teaching methods with enquiry-based research activities.

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 in 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.

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 IT 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 the children in 'real' geographical activities, e.g. research of a local environmental problem or use of the internet to investigate a current issue.

### **Geography curriculum planning**

Our teaching is based on National Curriculum Programmes of Study and the Cornerstones Scheme of Work. These Cornerstones Units have been incorporated into plans for Key Stages 1 and 2 which can be found at the end of this document (Appendix 1).

## **The contribution of geography to other subjects**

### **English**

Geography makes a significant contribution to the teaching of English at South Hiendley Primary School because it actively promotes the skills of reading, writing, speaking and listening. We ensure that some of the texts that we use in literacy lessons are geographical in nature. At Key Stage 2 we encourage discussion on environmental issues because we believe that these develop speaking and listening skills. Reports, letters and recording information will all develop children's writing ability. We also use environmental issues as a way of developing the children's writing ability by asking them to record information and write reports and letters.

### **Picture News**

Each week the subject leader leads a whole school assembly through which a feature of the news is shared and discussed with the children. This helps the children to keep up to date with relevant news events both nationally and internationally. It also aids to strengthen the links with British Values.

### **Mathematics**

Depending on the ability and age of the children, geography in our school contributes to the teaching of mathematics in a variety of ways. We teach the children how to represent objects with maps. The children study space, scale and distance and they learn how to use four and six figure grid references. They also use graphs to explore, analyse and illustrate a variety of data.

### **Information Technology (Computing)**

Children are able to use the computer for their geography lessons. Children use IT in geography to enhance their skills in data handling and in presenting written work. They are also able to research information through the internet where relevant.

### **Personal, Social and Health Education and Citizenship (PSHE & C)**

Geography contributes significantly to the teaching of personal, social and health education and citizenship. Firstly, the subject matter lends itself to raising matters of citizenship and social welfare. For example, children study the way people re-cycle material and how environments are changed for better or for worse. Secondly, the nature of the subject means that children have the opportunity to take part in debates and discussions. We allow them to organize campaigns on matters of concern to them, such as helping the poor or homeless. Thus geography in our school promotes the concept of positive citizenship.

### **Spiritual, Moral, Social and Cultural Development**

We offer children in our school many opportunities to examine the fundamental questions in life through the medium of geography. For example, their work on the changing landscape and environmental issues leads children to ask questions about the evolution of the planet. We encourage the children to reflect on the impact of mankind on our world and we introduce the concept of 'stewardship' in relation to sustainable development. Through teaching about contrasting localities, we enable the children to learn about inequality and injustice in the world. We help children to develop their knowledge and understanding of different cultures so that

they learn to avoid stereotyping other people and acquire a positive attitude towards others. We help contribute to the children's social development by teaching them about how society works to resolve difficult issues of economic development. Geography contributes to the children's appreciation of what is right and wrong by raising many moral questions during the programme of study.

### **Teaching geography to children with SEND**

At South Hiendley 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 enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

Children of all abilities can benefit from the study of Geography. Where children have special educational needs, these should be catered for by planning for differentiation. It may be necessary to seek further guidance from the SEND co-ordinator and other agencies.

Teachers should be aware of any physical disability that may affect a child's performance and make appropriate provision.

### **Assessment and Recording**

Individual class assessments and recording of achievements in Geography will be done in a variety of formats. This includes gathering evidence of what individual pupils know, understand and can do in geography by observing them at work, listening to and discussing with them, and evaluating any work that they produce. On completion of a piece of work, the teacher marks the work as stated on South Hiendley School's marking policy. At the end of individual units teachers update assessment information using Target Tracker. It is the responsibility of the subject leader to monitor these documents to make sure that they are kept up to date and next steps addressed. There is also an annual report to parents which lets them know if their child is above, below or at expected attainment at the end of the academic year.

The geography subject leader will review the teaching of geography by looking at samples of pupils' books and work, conducting learning walks, viewing displays, talking to children and holding discussions with colleagues.

### **Resources**

There are sufficient resources for all geography teaching units in the school. As this is a small school most class teachers keep their resources for each topic in their rooms. The library also contains a good supply of topic books and atlases. Central resources for Geography include:

- World atlases (differentiated for the needs and ages of the children);
- World globes;
- OS maps of the local area;
- Aerial photographs of South Heindley;

- A large map of the UK opposite the Year 4 classroom

## **Fieldwork**

Fieldwork is integral to good geography teaching and we include as many opportunities as we can to involve children in practical geographical research and enquiry. At Key Stage 1 children carry out an investigation into the local environment and we give them opportunities to observe and record information around the school site. At Key Stage 2 the children do a study of the local area.

## **Monitoring and review**

Monitoring of the standards of children's work and the quality of teaching in geography is the responsibility of the geography subject leader. The work of the geography subject leader also involves supporting colleagues in the teaching of geography and being informed about current developments in the subject. The geography subject leader gives the headteacher an annual action plan in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.

Reviewed: September 2019

Review date: September 2020

**Appendix 1**  
**Geography Curriculum Mapping 2018-2019**

<b>Year 1</b>	<b>SPLENDID SKIES</b>	<b>PAWS, CLAWS AND WHISKERS</b>	<b>DINOSAUR PLANET</b>	<b>MOON ZOOM!</b>	<b>THE ENCHANTED WOODLAND</b>	<b>SUPERHEROES</b>
	Seasonal and daily weather patterns  countries and capital cities of the UK	Using and making maps; describing physical features	Locate continents and oceans	Satellite images	Google Earth/ go out wooded area	Making maps; following directions
<b>Year 2</b>	<b>TOWERS, TUNNELS AND TURRETS</b>	<b>LAND AHOY!</b>	<b>BOUNCE!</b>	<b>THE SCENTED GARDEN</b>	<b>STREET DETECTIVES</b>	<b>WRIGGLE AND CRAWL</b>
	Amazing structures around the World; towers and bridges in the local area	Using and making maps; location knowledge; using and giving directions 7 continents and oceans 4 countries and capital cities of UK Surrounding seas	N/A	Plants in the local environment; plants of the World	Fieldwork in the local area; human and physical features; using and making maps with keys; looking at aerial images Small area of a contrasting non-European country Compass directions Continents and oceans	Fieldwork
<b>Year 3</b>	<b>TRIBAL TALES</b>	<b>MIGHTY METALS</b>	<b>PREDATOR!</b>	<b>TREMORS</b>	<b>GODS AND MORTALS</b>	<b>HEROES &amp; VILLAINS</b>
	Fieldwork; human and physical geography; using maps and aerial images.	N/A	Fieldwork; using maps to locate countries and continents.	Volcanoes and earthquakes.	Ancient and modern-day Greece; comparing geographical features; using maps	N/A
<b>Year 4</b>	<b>Potions</b>	<b>I am Warrior</b>	<b>Burps, Bottoms and Bile</b>	<b>Traders and Raiders</b>	<b>Roadtrip USA</b>	<b>Blue Abyss</b>
	N/A	Comparing Britain and Italy Using maps Locational knowledge	N/A	Using maps Settlements Europe	Using world maps Human and physical geography	Seas and oceans of the world Environmental issues

		Human and physical geography				
Year 5	<b>REVOLUTION</b>	<b>TIME TRAVELLER</b>	<b>PEASANTS, PRINCES AND PESTILENCE</b>	<b>STARGAZERS</b>	<b>PHAROHS</b>	<b>BEAST CREATOR</b>
	- Stockton-Darton railway (moving of resources and the industrial revolution)	- locating physical features (ISS images, google earth)	- Changes of landscape/human features of South Hiendley	- Maps (Egypt) - Nile flooding	- How the Black Death travelled to Britain and spread across the U.K. - Geographical and human features that made London have the fastest growing rate of black death.	-Mini beast hunt (draw maps) - map of where mini beasts are found
Year 6	<b>WW1</b>	<b>WW2</b>	<b>FROZEN KINGDOM</b>	<b>OFF WITH HER HEAD</b>	<b>OFF WITH HER HEAD</b>	<b>HOLA! MEXICO</b>
	<p>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.</p> <p>Name and locate counties and cities of the U.K., 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.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>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 (inc. day and night).</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Name and locate counties and cities of the U.K., 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.</p>	N/A	<p>Describe and understand key aspects of physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the U.K., a region in a European country, and a region within North or South America.</p>	