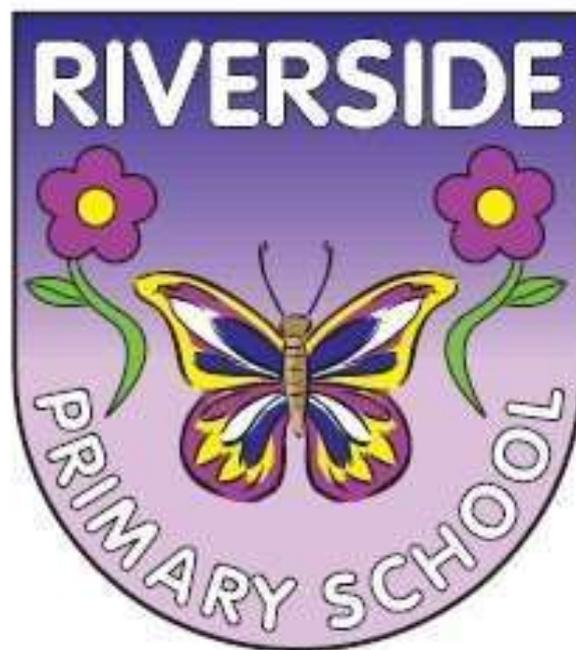


Riverside Primary School

Geography Policy

September 2022

Updated



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Geography Policy 2022/25

DEFINITION OF THE SUBJECT

Geography is concerned with the study of places, the human and physical processes which shape them and the people who live in them. It explores the relationship between the earth and its peoples through the study of places, space and environment.

Geography helps children to make sense of their surroundings and the wider world, and the interdependence of individuals, groups and nations.

GEOGRAPHY IN THE NATIONAL CURRICULUM

Geography is a foundation subject in the new revised National Curriculum introduced in September 2014. The National Curriculum statements indicate the knowledge, skills and understanding, places and themes to be taught for each Key Stage. By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. It is recognised that the National Curriculum provides only part of the study of Geography, and the school curriculum will be designed to serve the needs of the pupils at Riverside Primary School.

SCOPE

Geography has relevance for all pupils and as such is taught in Riverside Primary School to all pupils regardless of age, ability, gender, ethnicity, social or economic background.

RATIONALE

Geography is an essential part of a balanced, broad coherent and relevant curriculum. It acts as a unifying link between the humanities and physical sciences.

The study of Geography is about: Real people

▮▮ and places.

▮▮ Looking for similarities and differences.

▮▮ Looking for relationships between people and their environments, both physical and cultural.

▮▮ Developing a sense of place and an understanding of how we fit into the wider world.

▮▮ Developing an enquiring approach.

▮▮ Developing Literacy, Numeracy and ICT skills.

▮▮ Developing graphicacy and mapping skills.

▮▮ Increasing knowledge and understanding.

▮▮ Promoting understanding of cultural variety and respect for others, countering ethnocentrism.

▮▮ Creating interest and curiosity.

▮▮ Encourages experience and enjoyment of the world.

ENTITLEMENT

In each key stage, all pupils should be taught the requirements of the current order in a way which builds upon their previous knowledge, understanding, skills and interests with progression and continuity, Geography should be taught to develop pupils' knowledge

and understanding of their world. All pupils below the National Curriculum age range should experience activities which will help them to understand Geography as it is later introduced. All pupils should learn and apply geographical skills from first-hand experience, as well as a range of secondary data. Within each key stage, all pupils should experience fieldworks both within and outside of walking distance in a variety of localities. All pupils should experience a wide variety of experiences in Geography, learning to investigate questions and issues by the methods of geographical enquiry in an increasingly independent way. All pupils should have opportunities to see things from other people's points of view. All pupils should learn Geography with the aid of ICT.

AIMS OF GEOGRAPHY

Geographical studies should help pupils to:

□□ Develop a strong interest in their own surroundings in the world as the home of mankind, i.e. local, regional, national, international and help them develop a sense of identity through this.

□□ Appreciate the variety of physical and human conditions in the world.

□□ Recognise some of the more important geographical patterns revealed in different types of landscape.

□□ Understand relationships between people and environments, and appreciate the importance of geographical location in human affairs.

□□ Understand what it means to live in one place rather than another.

□□ Become competent in a range of skills and techniques necessary to carry out geographical enquiry with primary and secondary data, interpreting geographical information.

□□ Appreciate the significance of people's beliefs, attitudes and values within the world, promoting tolerance and understanding.

□□ Construct a framework of knowledge and understanding about the home area, their own country and other parts of the world, which will enable them to place information with appropriate geographical contexts.

SCHOOL SPECIFIC AIMS

At Riverside Primary School, in the teaching of Geography, we will:

□□ Develop pupils' understanding, knowledge and skills by fieldwork wherever possible.

□□ Use Geography as a basis for cross-curricular studies, in order to place work in an understandable context.

□□ Encourage pupils to work together and understand different societies by emphasising a multi-cultural approach to the subject.

KEY STAGE 1

Pupils will develop knowledge about the world, the United Kingdom and their locality. They will 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 ^Γ

- ★ 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** ^Γ
- ★ 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^Γ
- ★ use basic geographical vocabulary to refer to:^Γ
 - 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** ^Γ
- ★ 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 ^Γ
- ★ 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^Γ
- ★ 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 will 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 will develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Pupils should be taught to:

Locational knowledge ^Γ

- ★ 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^Γ
- ★ 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 landuse patterns; and understand how some of these aspects have changed over time^Γ
- ★ 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 ¹

- ★ describe and understand key aspects of:
 - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle¹
 - 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 ¹

- ★ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied¹
- ★ 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 ¹
- ★ 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.

OBJECTIVES

In order to reach the above aims, a number of specific objectives have been defined for the teaching of Geography in this school.

□□ Pupils will study Geography each term in some way.

□□ All pupils will use real maps whenever possible.

□□ All pupils to engage with geographical enquiries which are age-appropriate.

□□ All pupils throughout the school will take part in an International Fortnight in the Summer term.

□□ Fieldwork will be carried out regularly in the vicinity of the school and at educational locations supportive of the topic being studied.

TEACHING AND LEARNING PROCESSES

As indicated in the whole school policy, all teachers should choose teaching and learning styles appropriate to the topic and to the nature of the pupils. Teaching Geography can be seen within the general framework of the school aim of a child-centred, topic-based approach which is both relevant and adapted in order to match the varying abilities, needs and aptitudes of the children. Within Geography, there should be an enquiry approach. Pupils should undertake studies that focus upon, and be encouraged to ask geographical questions. The actual questions used are partly progressive and The National Curriculum indicates how this should be. However, questions should be asked which seem most relevant to the activity. It is important that when skills are taught they should be worked on in the context of real places wherever possible, and especially for younger pupils, in the context of places that children know. Geography works best when done, not from a book of an imaginary place, but from real maps of real places.

Equal Opportunities

Geography has a big part to play in helping to remove stereotyping. It is important to be aware that there is bias in anything we do and therefore resources, particularly photographs need to be carefully selected. The children should be encouraged to question the nature of evidence, as they do in history.

S.E.N.

Geography should be taught to all pupils in each key stage, in ways appropriate to their abilities. The National Curriculum provides opportunities to ensure better access to enable individual pupils to progress and demonstrate achievement. Such material should be presented in contexts suitable to all pupils' age.

MULTICULTURAL EDUCATION

Geography has a particularly strong role to play in this. Pupils should be introduced to aspects of their own culture in Geography. In consideration of other cultures, teachers should be careful to choose resources which reflect different aspects of society. In particular, teachers should note that "development" and "developing" are relative terms and hide a lot of assumptions. It is important to avoid ethnocentrism and prejudice.

ADAPTED TEACHING

In order to meet the needs of all children in Geography they may be grouped according to ability for some activities (adaptation by task). These groupings must be flexible and mixed ability groupings may be appropriate on other occasions which will lead to adaptation by outcome. Worksheets and tasks should be adapted to meet the needs of individual pupils through resource and support.

SPIRITUAL

Geography can contribute to spiritual education by its views of the world at various scales. It is possible to identify a sense of wonder among pupils. When looking at photographs of scenery, the beauty of what is observed should be considered, alongside the geographical features.

MORAL

As part of moral development, Geography provides opportunities for discussion as to what is right and wrong.

SOCIAL

Geography allows opportunities for collaborative learning, enabling pupils to co-operate together.

THEMES

ΓΓ Economic and Industrial Understanding:

The contribution of Geography to economic and industrial understanding is significant when studying the nature of real places and is reflected in the programme of study.

Ā Citizenship:

The programme of study will provide opportunities to develop aspects of citizenship within a realistic context. Health:

Where possible in the programme of study links are made between health education and the work undertaken in Geography.

Careers Education and Guidance:

As the study of Geography increases children's knowledge of adult's roles will increase and there will be opportunities within the programme of study for elements of careers education.

Environmental Education:

As Geography provides a realistic environmental context for children's learning the programme of study followed reflects this.

CROSS-CURRICULAR SKILLS

Literacy

This can be aided in Geography in both Key Stages. The children are given opportunities to write as a Geographer. This can be aided in Geography in KS1 through the nonfiction series of Geography books which cover places around the world.

Numeracy

Geography's particular contribution is in graphicacy and the use of statistical information.

Information Communication Technology

Pupils are given opportunities, where appropriate, to develop and apply their information technology (ICT) capability in their study of Geography and interact with GIS.

Cross-Curricular Links with other subjects:

Geography is taught separately and jointly with other subjects. The Geography National Curriculum emphasises links with other subjects and highlights how Geography builds on work in these areas.

ASSESSMENT, RECORDING AND REPORTING OF PROGRESS IN GEOGRAPHY

The general school policies on assessment, recording, reporting and marking apply to Geography. Refer to Assessment and Marking Policies for procedures regarding daily tasks.

HEALTH AND SAFETY AND FIELDWORK

Teachers who intend taking pupils out of school should follow school procedure. Risk assessments must be carried out prior to the visit being carried out.

ASSISTANCE AND STAFF DEVELOPMENT

In the first instance, assistance should be sought from the Geography co-ordinator. Exemplar maps showing examples of significant places and environments can be found on the National Curriculum web site. These will be regularly up-dated and revised. LEA Geography courses are advertised via the North Tyneside Learning Platform. Although the Co-ordinator usually attends those courses related to co-ordination work, other courses may be attended by any teacher in order to develop and extend subject knowledge. Courses will be reported on and disseminated to staff through staff meetings.

EVALUATION AND DEVELOPMENT PLANNING

The Geography co-ordinator at Riverside Primary School is responsible for monitoring curriculum coverage and will review medium-term plans for each year group on a halftermly or termly basis, as appropriate. Monitoring of classroom practice and children's work is carried out by the subject co-ordinator through an allocation of support and development time. The Subject Co-ordinator will conduct a yearly audit and produce a written review identifying targets for future action within the School Management Plan.

RESOURCES

All Geography resources are stored in the walk through cupboard attached to the current Year 3/4 classroom and are accessible to all.

Reviewed by: N.Gibson

Updated: 30/09/22

Next Review Date: September 2023