



L.E.A.D. Academy Trust
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Forest Lodge Academy

Geography

Policy

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WHAT IS THE PURPOSE OF GEOGRAPHY AT FOREST LODGE ACADEMY?

INTRODUCTION

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people. Geography is a valued part of the curriculum, providing a purposeful means for exploring, appreciating and understanding the world in which we live and how it has evolved. Geography explores the relationship between the Earth and its people through the study of place, space and environment. In Geography, pupils learn the skills of understanding a locality and how and where people fit into its overall structure. Geography encourages children to learn through experience, particularly through practical and fieldwork activities.

This policy reflects the school's values and philosophy contained in the Teaching & Learning policy which underpins all of the practice in our school. It sets out a framework and gives guidance on planning, teaching and assessment.

AIMS

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places - both terrestrial and marine - including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

The national curriculum for geography aims to ensure that all pupils by the end of each key stage, know, can apply and understand the matters, skills and processes specified in the relevant programmes of study.

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 about:

Location 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 (e.g. 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.

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 about:

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.

Assessment for Learning

Teacher assessment takes place at the end of each unit of work, with a notation against the child's name of emerging, expected, or excelling. This description indicates the child's performance against the learning expectations being recorded. Regular assessment is carried out using:

- observation of pupils as they work
- discussion with pupils as they work
- oral questioning to encourage discussion;
- self-evaluation of written work, map/field study work etc.

Teachers analyse pupils' progress in the units of work they have completed at the end of each school year to complete the annual report to parents/guardians. This report takes the form of a summary of the teacher's observations and continued assessment of the pupils at work and the step at which the pupil is currently working.

Differentiation and equal opportunities

In all classes there are children of differing ability and age. We recognise this fact and provide suitable learning opportunities for all children (including those who may be gifted and talented or have additional needs) by matching the challenge of the task to the ability of the child. The goal for all children is for progress to be made continually within geography. Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability.

THE ROLE OF THE GEOGRAPHY CO-ORDINATOR IS:

The geography subject leader and class teacher are responsible for monitoring the standard of the children's work and the quality of teaching in geography. The subject leader is responsible for supporting colleagues in the teaching of geography, for being informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. This policy will undergo an annual review by the subject leader who will evaluate the strengths and weaknesses in the subject and indicate areas for further improvement. Throughout each academic year, the subject leader must undertake monitoring of geography across the whole school.

Other roles include:

- Taking the lead in the development, evaluation and amendment of schemes of work as and when necessary
- Acting as a consultant to colleagues on resources, visits, visitors, curriculum changes, classroom teaching and learning ideas
- Monitoring and evaluating pupils' work, pupils' views about the subject, displays and teachers' planning.
- Writing School development plan.
 - a) Auditing and ordering resources when needed.
 - b) co-ordinating staff requests for resources,
 - c) monitoring and maintaining condition and availability of resources,
- Keeping up to date with developments in geography and disseminating information to the rest of the teaching staff.
- Leading staff meetings as appropriate.
- Attending relevant in-service training and prompting others about relevant training.
- looking at the provision for Gifted & Talented pupils,
- Having an understanding of levels and standards in the subject.

CROSS CURRICULAR LINKS IN GEOGRAPHY

LITERACY

Geography contributes significantly to the teaching of Literacy in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that are used in Literacy lessons are geographical in nature. Children develop orally through discussing geographical questions or presenting their findings to the rest of the class. They develop their writing ability by composing reports, letters and fact sheets through the use of writing frames.

NUMERACY

Geography teaching contributes to the teaching of mathematics in a variety of ways. Children learn to use grid references and grid co-ordinates through the use of maps and online atlas's. Data collection and data presentation can also be used as part of geography teaching.

COMPUTING

We use computing in geography teaching where appropriate. Children use computing in geography to aid the development of skills in data handling and in presenting written work, and they research information using the Internet. Each teacher ensures it is used as a teaching tool where appropriate, and provides opportunities for children to also use it.

PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE)

Geography contributes significantly to the teaching of personal, social, citizenship and health education. Children will have opportunities to explain their views on a number of social questions such as how society should respond to pollution. This can have a positive effect on self-confidence. Children will also learn how society is made up of people from different cultures and start to develop tolerance and respect for others.

ENRICHMENT OF THE CURRICULUM.

Class teachers arrange outside visitors or field trips to support their teaching. A list of possible visitors/locations is kept by the Geography Subject Leader.

HEALTH AND SAFETY.

It is each teacher's responsibility to make daily risk assessments in order to ensure the safety of their pupils.

Details of risk assessment arrangements for off-site trips supporting the teaching and learning of geography are contained in the school's Health and Safety Policy.

POLICY REVIEW.

This policy is a working document and, therefore, needs to reflect the practise in school while taking into account new initiatives, changes in the curriculum and/or the environment. This policy will be reviewed in May 2017.

Completed
May 2017