

GEOGRAPHY POLICY MALPAS ALPORT ENDOWED SCHOOL

OVERVIEW

Our geography curriculum sets challenges, engages and inspires children and equips them with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. We aim to enable our pupils to develop a deeper understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. By allowing the children to develop their geographical knowledge, understanding and skills we provide them with the framework and approaches to explain how the Earth's features at different scales are shaped, interconnected and change over time. Studying and evaluating geographical resources, sites and workshops enables our children to reach, or exceed their potential in geography and be able to see the progress they have made by showcasing the skills and progress they have gained each year.

Using the National Curriculum, geography at Malpas Alport has been broken down into 4 main strands: locational knowledge, place knowledge, human and physical geography, geographical skills and field work. Furthermore, we have included an additional focus on human's responsibility in caring for and developing a sustainable world.

OBJECTIVES

1. To develop an interest in and awareness of place.
2. To help pupils gain a perspective in which to put local, national and international events.
3. To study a locality and contrast this with other localities.
4. To develop an understanding of the relationship of human activity and physical processes.
5. To enhance children's sense of responsibility for the care of the environment.
6. To develop an understanding of special patterns in the human and physical environment.
7. To develop children's confidence in specific geographical skills.

STRATEGIES

1. When the focus of the termly topic is geography the children will experience, practice and develop a range of skills and knowledge within all areas of the curriculum whilst developing geographical understanding.
2. Geography may be taught as a smaller element within a topic allowing children to learn, practice and develop skills of; observing and measuring, mapping, collecting and analysing evidence, presenting and communicating learning and evaluating within planned, clearly structured geography lessons.
3. Through school assemblies, group discussions and in relation to other curricular work including speaking and listening activities, geography will be taught ensuring that children are continuously developing an understanding of the subject.
4. Planning for geography will be flexible allowing children to lead some of their own learning within a topic studied. Questions and interests raised within a topic will be considered and opportunities will be organised to allow children to develop geography based skills through their own area of interest.
5. Our two-yearly cycle allows blocked periods of time where geography will be a focus in addition to teaching as a whole topic. This will allow teachers to be flexible with their timetable to ensure quality, memorable teaching and learning takes place.
6. On every appropriate occasion, teachers will use first-hand experience, visits, visitors, artefacts and the local and wider environment to engage children's interest and imagination.
7. There will be consistent high expectations of the quality of work produced and it will be valued through class presentations and school displays
8. Evidence of children's work and skills will be levelled identifying how they need to be challenged and developed.

9. Knowledge, skills and understanding will be developed showing progression through foundation stage to year 6.
10. Planned lesson will be tailored as far as possible to meet the individual needs of pupils.
11. Throughout and on completion of a geography topic children will analyse their own learning and will consider how they will use the skills, knowledge and understanding they have developed in everyday life and how they show this learning to others.
12. Key attitudes and values towards the subject will be developed to encourage a general awareness of social, economic and environmental issues.

OUTCOMES

By the end of EYFS children will:

Be able to describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons. The children will achieve this during dedicated talk times, looking at similarities and differences of pictures, stories and the world around them.

By the end of Key Stage 1 children will:

Have developed knowledge about the world, the United Kingdom and their locality. They will understand basic subject-specific vocabulary relating to human and physical geography and be beginning to use geographical skills, including first-hand observation, to enhance their locational awareness.

The children will learn about the world's seven continents and five oceans. The characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. The 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. To 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. To use basic geographical vocabulary, 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. To 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. To 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. To 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.

By the end of Key Stage 2 children will:

Have extended 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.

The children will learn 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. To 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. To 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). To 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. To 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. To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. To 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. To 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.

Equality

Children should not be discriminated against in terms of gender, race, religion or disability. All children should have the opportunity to participate fully in classroom and outdoor geography lessons and activities and reasonable adjustments will be made to ensure this. As part of The National Curriculum, children will study geography through a variety of places, people and events. A range of activities will be easily accessible for all children to enable all, from the least to most able, to independently develop their curiosity and investigative skills about the world that surrounds them.

SEND

We have a high SEND population and our pupils are fully immersed into the broad and balanced curriculum. However, we tailor the curriculum to meet the individual needs of SEND pupils. Where a child's need prevents them from accessing the Age-Related Expectations for subjects, planning is tailored to meet the individual needs of all pupils.

As a school we follow the 5 principles of SEND support in all lessons

- 1) Explicit Instruction of the key learning focus and the activity
- 2) Cognitive and Metacognitive Strategies are used to support all learners to reach their full potential in each subject
- 3) Scaffolding activities support all learners to achieve
- 4) Flexible Grouping allows for targeted support and pre-teaching of vocabulary, concepts, skills
- 5) Using Technology to support all learners practice and record their learning

Evaluation

In evaluating the effectiveness of our geography teaching, we should be aware of the following:

Do we ensure the teaching of geography gives children a sense of time and place, and an understanding the world we live in?

Do we provide pupils with a growing geographical vocabulary?

Do we provide opportunities for independent investigation and mapping skills in Geography?

Do we make use of ICT to develop pupils' research and recording skills?

Do we create an environment that allows pupils to influence their learning journey?

Do we ensure that children are able to work collaboratively?

Do we create opportunities for children to take part in practical mapping skills?

Resources

Rising-Stars geography, maps, atlases, globes, topic books, topic boxes, games and regular ICT access including digital mapping systems and Ordnance Survey maps.

Malpas Alport Endowed Primary are members of the Geographical Association.

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