



The Magdalen Church of England / Methodist Primary School



Geography Policy

2020 - 2021

The Magdalen Church of England / Methodist Primary School, Wainfleet

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Our vision

Our Geography curriculum is designed to develop children's curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Our teaching equips pupils with knowledge about places and people; resources in the environment; physical and human processes; formation and use of landscapes. We also want children to develop geographical skills: collecting and analysing data; using maps, globes, aerial photographs and digital mapping to name and identify countries, continents and oceans; and communicating information in a variety of ways. We want children to enjoy and love learning about geography by gaining this knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits.

Teaching and learning

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. As children progress, they deepen their understanding of the interaction between physical and human processes and of the formation and use of landscapes and environments. They learn how to draw and interpret maps and use subject-specific vocabulary relating to human and physical geography, with accuracy and confidence. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in different societies, helping to develop a sense of other cultures, and how nations rely on each other. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

EYFS

Early Years explore geographical themes and content through the 'Understanding of the World' strand of the EYFS curriculum. This involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment. They are assessed according to the Development Matters Attainment targets.

KS1

During KS1, children will investigate their local area and a contrasting area in the United Kingdom or abroad, finding out about the environment in both areas and the people who live there. They also begin to learn about the wider world. They carry out geographical enquiry inside and outside the classroom. In doing this they ask geographical questions about people, places and environments, and use geographical skills and resources such as maps and photographs.

During KS1 children should develop knowledge about the world, the United Kingdom and their local area. They should understand basic subject-specific vocabulary relating to human and physical geography and begin

Always building friendships with one another, whilst being thankful for what we have.

to use geographical skills, including first-hand observation, to enhance their locational awareness. Children will develop their **locational knowledge**; they will learn to name and locate the world's seven continents and five oceans. In addition, they will learn to name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. They will also develop a greater **understanding of place** by comparing 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. The specific geographical locations selected for these comparisons will be decided on to link to other areas of the curriculum, to allow for cross-curricular work and development.

In addition to developing children's locational and place knowledge, they will have the opportunity to learn about **human and physical geography**. During this study they will 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. They will also begin to use geographical vocabulary to refer to key physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather) and key human features (city, town, village, factory, farm, house, office, port, harbour and shops.)

Children will develop **geographical skills and fieldwork skills** through these three areas of study, where they learn to use world maps, atlases and globes, simple compass directions, aerial photographs; plan perspectives to recognise landmarks and basic human and physical features and to use simple fieldwork and observational skills to study the geography of their local area.

KS2

During **KS2** children extend and develop their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America; studying the location and characteristics of a range of the world's most significant human and physical features. They continue to develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. They extend their **locational knowledge** when they learn to locate and name European countries and North and South American countries, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.

In addition to this they extend their locational knowledge to be able to name and locate counties and cities of the United Kingdom, describing key geographical regions, human and physical characteristics, key topographical features and land-use patterns. This is further extended to identify the position and significance of latitude, longitude, the Equator, the Northern and Southern Hemispheres, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles and the Greenwich Meridian and time zones.

They will build on their **understanding of place** by comparing the geographical similarities and differences through studying the human and physical geography of a region of the United Kingdom, a region of a European country and a region within North or South America. As in **KS1**, the specific geographical locations selected for these comparisons will be decided on to link to other areas of the curriculum to allow for cross-curricular work and development.

In **KS2 human and physical geography** knowledge is extended to allow children to develop an understanding of aspects of physical geography (investigating climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle) and human geography (learning about types of settlement and land use, economic activity and the distribution of natural resources including energy, food, minerals and water).

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Children will continue to develop **geographical skills and fieldwork skills**, through these three areas of study, where they learn to use maps, atlases and globes and digital/computer mapping; eight-point compass directions; four and six-figure grid references, symbols and keys and the Ordnance Survey maps. They will also 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.

Resources

The children have access to a number of resources that will aid their learning, these include:

- Atlases (Specifically for Key Stage 1 and 2)
- Globes
- Maps
- Photographs (including aerial)
- Compasses
- Books
- Games

All resources are easily accessible and are located in the resource cupboard or in relevant key stages.

Assessment

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Key geographical skills are taught and the assessment of the acquisition these skills are assessed by:

- Observing children at work, individually, in pairs, in a group and in class during whole class teaching.
- Using differentiated, open-ended questions that require children to explain and unpick their understanding.
- Use of effective marking, including green pen questions where appropriate, to engage children with their learning and to provide opportunities for self-assessment and target setting.
- Book moderation to monitor children's work, to evaluate the range and balance of work and ensure that tasks are differentiated and promote children's learning and progress.
- Assessment tasks related to the key geographical skill taught within a unit.

The reporting of children's progress in geography occurs annually, with a written report to parents at the end of the academic year.

Determined to show compassion for those around us and develop a community that embraces Justice and peace.

Remembering to forgive when we have been wronged and hoping to help others less fortunate than ourselves.

while trying hard each and every day to trust other people around us through humility and service.

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Inclusion

All children have equal access to the curriculum as expressed in our Equal Opportunities Policy. We will ensure that geography is accessible to pupils by:

- Setting suitable learning objectives
- Responding to the variety of learning styles
- Overcoming potential barriers of individuals and groups

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