

Mitcheldean Endowed Primary School
Hawker Hill
Mitcheldean
Gloucestershire
GL17 0BS

Our Vision:

To ensure that every child receives the highest quality education that is engaging, enriching and inclusive, in an environment that works hard to develop, support and care for all its members, with people that foster mutual respect and encouragement in accordance with Christian Values.

Subject Leader: Mrs Katie Tillings

Subject Governor: Dr Andi Collins

Geography Policy

INTRODUCTION

Geography is important because it provokes and answers questions about the natural and human worlds, using different scales of enquiry to view them from different perspectives. It develops knowledge of places and environments throughout the world, an understanding of maps, and a range of investigative and problem-solving skills both inside and outside the classroom. As such, it prepares pupils for adult life. Geography is a focus within the curriculum for understanding and resolving issues about the environment and sustainable development. It is also an important link between the natural and social sciences. As pupils study geography, they encounter different societies and cultures. This helps them realise how nations rely on each other. It can inspire them to think about their own place in the world, their values, and their rights and responsibilities to other people and the environment.

AIMS

Key Stage 1

During Key Stage 1 pupils 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.

Key Stage 2

During Key Stage 2 pupils will investigate a variety of people, places and environments at different scales in the United Kingdom and abroad, and start to make links between different places in the world. They find out how people affect the environment and how they are affected by it. They carry out geographical enquiry inside and outside the classroom. In doing this they ask geographical questions, and use geographical skills and resources such as maps, atlases, aerial photographs and ICT.

OBJECTIVES

Teachers at Mitcheldean Endowed Primary School will teach according to the objectives set out in the National Curriculum, where links can be made to their topic. Please see appendix 1.

PLANNING

Geography is a foundation subject in the National Curriculum. It is taught through a skills based, creative curriculum approach. Each class learns through a Geography based topic, at some point in the year.

Our medium term planning identifies the National Curriculum knowledge, skills and understanding that the children will be learning. It also includes breadth of study, intended learning outcomes and key skills. It shows a sequence of activities promoting progression and lists key resources. (See appendix 2 for specific year coverage and topic)

TEACHING AND LEARNING STYLES

At Mitcheldean Endowed Primary School we use a variety of teaching and learning styles. We believe in using a mixture of whole-class, group and individual teaching methods, which encourage discussion and the children to reflect on their own progress and achievement, enabling them to become increasingly responsible for their own learning. We teach geography through a range of tasks and activities which have clear objectives and promote the development of thinking skills, through problem solving activities.

CROSS CURRICULAR LINKS

English

Geography contributes to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. We ensure that some of the texts that we use in Literacy are geographical in nature. We organise debates 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.

Mathematics

Geography 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 and communication technology (ICT)

ICT is used in geography where appropriate. Children use ICT in geography to enhance their skills in data handling and in presenting written work. They research information through the Internet. We also offer children the opportunity to use the digital camera to record and use photographic images.

Personal, social and health education (PSHE) and citizenship

Geography contributes to the teaching of personal, social and health education and citizenship. Children study the way people re-cycle material and how environments are changed for better or for worse. The nature of the subject means that children have the opportunity to take part in debates and discussions. Thus geography in our school promotes the concept of positive citizenship.

Spiritual, moral, social and cultural development

We encourage the children to reflect on the impact of mankind on our world and we introduce the concept of 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. Geography contributes to the children's appreciation of what is right and wrong by raising many moral questions during the programme of study.

Foundation Stage

Understanding of the world in reception classes is an integral part of the Foundation Stage Curriculum. We relate the geographical aspects of the children's work to the objectives set out in the Early Learning Goals which underpin the curriculum planning for children aged three to five. Geography contributes to a child's knowledge and understanding of the world through activities such as collecting postcards from different places, singing songs from around the world, or investigating what makes a 'good' playground. Children observe, find out about and identify features in the place they live and the natural world and find out about their environment and talk about those features they like and dislike.

MFL

At Mitcheldean Endowed Primary we encourage the children to develop their knowledge and understanding of places through languages, specifically the culture of places. We hope to meet this by setting up a link with a French School in the near future.

Science

We will make strong links with science through the patterns and processes and environmental change elements of the Geography National Curriculum. We will encourage children to identify how places are changing and make them aware of their impact on changing the environment. This will allow for valuable field work experiences.

HEALTH & SAFETY

Field work is an integral part of good geography and we will be looking to include as many opportunities for this as possible. When children engage with field work or another practical task a risk assessment will be completed. Children will be informed of any safety measures to be taken and appropriate adult supervision will be provided.

RESOURCES

Geography topic boxes and other resources are kept in the central resources room, to ensure all staff can access them. The geography coordinator will continually review resources to ensure teachers are able to teach their required aspects of geography. Staff also make use of the Cheltenham Outreach centre, where relevant topic boxes are available for hire.

LINKS TO CORE SCHOOL VALUES.

As a Christian school Mitcheldean Endowed Primary School promotes core values for the children to learn from and live by. Therefore staff will where possible make links to these through their teaching of Geography. For further guidance please make reference to the School Values Policy.

ASSESSMENT

We assess children's work in geography by making informal judgements as we observe the children during lessons. We then use this to inform our future planning to develop differentiation and progression. Progress in geography is also reported in the annual report sent home to parents. This will be cross referenced with the school's Assessment Policy.

MONITORING AND EVALUATION

The Geography subject leader will evaluate, monitor and support teaching and learning in Geography to help raise standards in Geography throughout the school.

REVIEW

As a result of the assessment, monitoring and evaluation process, the Geography subject leader will review the Scheme of Work whenever necessary.

Reviewed; October 2013.

Date to staff: 6/11/13

Date to Governors:

Renewal date: October 2016. (Updated and taken to Governors October 2016- see revisions in appendix 3.)

Attainment targets

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.

Schools are not required by law to teach the example content in [square brackets].

Subject content

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 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

- 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 [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
- 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 to:

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

Geography – key stages 1 and 2 4

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.

Appendix 2.

Specific Year Group Geography Topics:

Reception will teach their geography throughout the year, with varying themes, under knowledge and understanding of the world.

Year group 1	Term 1	Term 2	Term 3
Geography	The locality of the school.		A contrasting locality either in UK or abroad.

Year group 2	Term 1 Ice & Fire	Term 2 An Island Home	Term 3 Habitats & Living things
Geography	Locality of the school in relation to ... places relating to topic, news, holidays etc.	A contrasting locality linked to the Katie Morag stories.	Sustainable Issues – environmental/human influences linked to minibeast topic.

Year group 3	Term 1	Term 2	Term 3
Geography	Geography of Mitcheldean contrasting to another locality.		

Year group 4	Term 1	Term 2	Term 3
Geography	Environmental issues: Rainforests		

Year group 5	Term 1	Term 2	Term 3
Geography	Locating places- where rockets are launched		Comparing Localities Weston-super-Mare, California and Forest of Dean.

Year group: 6	Term 1	Term 2	Term 3
Geography			Natural disasters

Appendix 3.

Revision to Geography Policy

October 2016.

Assessment- Children are now assessed against progression criteria in knowledge, skills and understanding of geography, focused on their specific year group content. Each child will now have a grade for the following; Geographical enquiry, Physical geography, Human geography and Geographical knowledge. The grading will fit with the other subjects across school and they will either be emergent, secure or mastery for their year group. These assessments will be entered onto the school assessment software- Insight.

As geography co-ordinator I am also in the process of compiling a skills development folder demonstrating progression in skills and assessment across the school.