



## **Geography Policy**

# **Welford on Avon Primary School**

**Approved by:**

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**Last reviewed on:** November 2019

**Next review due by:** November 2021



## Welford On Avon Primary School Geography Policy

### **Introduction**

At Welford On Avon Primary, 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.

### **Aims**

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 at Welford, in line with the National Curriculum, will 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 at Welford, in line with the National Curriculum, will 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.

## **Teaching and learning of Geography**

We use a range of teaching and learning styles, including the children in activities such as fieldwork, research, use of ICT, discussion, role play, visitors and visits off premises. We encourage the children to link their learning in Geography with a range of different subject areas within the units studied, as well as promoting their development and embedding of key English and Mathematical skills within Geography activities.

Key Stage 1 and 2 classes have a two year rotation of units allowing for teachers and classes to work together, plan trips and organise resources. In Nursery and Reception, staff plan for progression through the 'Understanding of the World' strand, which provides the foundations for Geography learning higher up the school. The long term plan for geography is reviewed biannually.

## **Time Allocation**

Staff will often focus on either Geography or History for each half term and then allocate a minimum of 1 hour each week to Geography/ History. In addition, staff will aim to maximise learning where links with other subjects, e.g. English and Maths, are appropriate.

## **Resources**

The school access the Warwickshire library box service and each term teachers are able to request books appropriate for their units. Voyager's and Hamilton Trust subscriptions provide materials for planning and delivery of sessions. Each year group keeps resources pertaining to topics covered within their teacher's cupboard.

## **Assessment for learning**

Teacher's make use of mind maps and initial knowledge harvests to help them to plan a unit to meet the children's needs. The children then update their mind maps in a different colour at the end of the unit, showing the progress they have made. Regular assessment is carried out using:

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

Teachers analyse pupils' progress in the units of work they have completed enabling them to be assessed as emerging, expected or exceeding. This assessment is shared with parents/ guardians at the end of each school year (in the annual report). This assessment is also passed up to the next class teacher during the pass up meeting in the summer term.

## **Monitoring and Review**

The planning and coordination of the teaching in Geography are the responsibility of the PSHE subject coordinator and the senior team, who also:

- support colleagues in their teaching.
- give the governors an annual report in which we evaluate strengths and weaknesses in the subject, and indicate areas for further improvement.
- Use specially allocated management time to review evidence of children's work and to observe Geography lessons across the school.

### **Equal Opportunities**

PSHE follows the Equality Policy of Welford On Avon Primary School. Class teachers have a responsibility to differentiate learning to enable all children, including SEN to access the learning intentions. All children are exposed to trips and learning enhancement opportunities, with additional consideration given to Pupil Premium children (or identified disadvantaged children) who may benefit from further opportunities.

### **Promoting Welford Values**

We ensure that our fundamental Welford values are strongly embedded and promoted through everyday life at our school, supported through the use of our PSHE curriculum, SMSC classroom displays and weekly values assemblies. Children and staff celebrate one another's demonstration of good values by writing 'good values tickets', with 1 from each class being drawn at random each week and rewarded with a values badge.

### **Policy History**

First Draft January 2017

Reviewed November 2019

Next Review November 2021