

HAZELDENE LOWER SCHOOL



**GEOGRAPHY POLICY
REVISED FEBRUARY 2015**

SIGNED DATE.....
HEADTEACHER

SIGNED DATE

CHAIR OF GOVERNORS
CO-ORDINATOR

TO BE REVIEWED FEBRUARY 2017

Hazeldene Lower School

Geography Policy

Purpose of Geography

Geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. High quality teaching should equip pupils 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. Learning builds on their growing knowledge about the world to help them to deepen their understanding of the interaction between the physical and human environment. 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.

New National Curriculum, September 2013

Aims and objectives

Through the teaching of Geography at Hazeldene we aim to:

- Develop knowledge of the location of globally significant places including their physical and human characteristics
- Understand the processes that give rise to key physical and human geographical features of the world, how these might change over time
- Develop competence in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through fieldwork
- Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

Intended Outcomes:

Locational knowledge

Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, and some key physical and human characteristics, countries, and major cities

Name and locate the capital cities of the United Kingdom

Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle

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 in North or South America

Human and physical Geography

Describe and understand key aspects of:

physical Geography, including: climate zones, rivers, mountains, and the water cycle

human Geography, including: types of settlement and land use,

Geographical skills and fieldwork

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Use the 8 points of a compass, 4 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 Styles

Our Geography teaching at Hazeldene focuses on enabling children to think as geographers. We place an emphasis on geographical enquiry, through primary and secondary sources. We intend to give children the opportunity for geographical fieldwork and enrichment opportunities. We encourage visitors to come into the school to help bring the subject to life. We

recognise the value of stories in Geography teaching and regard this as an important way of stimulating and promoting interest in the world around them. The children will be encouraged to analyse and ask searching questions of the evidence and develop their application of skills as well as knowledge. They will be encouraged to lead their learning, develop their use of language through oral communication and grammatically accurate, structured written work. The children are encouraged to work as individuals, in pairs and small groups

The Role of the Subject Leader

The Geography subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in Geography. The Geography subject leader keeps samples of year group planning and pupils' work in the subject leader file showing what the expected level of achievement is in Geography in each year of the school.

Curriculum Planning

Geography-based schemes of work at Hazeldene are planned within a 'creative' cross-curricular termly or half-termly topic or theme in each year group. Key ideas across the theme are mapped onto a termly or half-termly mind map (long term plan), then translated into a medium term plan for a particular unit of work in Geography. The key areas of learning and learning intentions for Geography planning are taken directly from The New National Curriculum in order to ensure pupils are taught the key skills necessary to progress further in Geography throughout their education at Hazeldene.

Foundation Stage -

At Hazeldene we foster an understanding of the world which 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

Key Stage 1 -

In KS1 we develop knowledge about the world, the United Kingdom and their locality. We promote understanding of 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.

Key Stage 2 -

At KS2 we look to 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. Children develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Cross Curriculum Links

Opportunities are taken within the teaching of *Geography* to promote learning across the curriculum, for example:

- Literacy - *Geography* teaching actively promotes the skills of reading, writing (including at length), speaking and listening
- Numeracy - links are made via exploration of maps, the study of space, scale, distance and the use of grid references. Graphs are used to explore, analyse and illustrate a variety of data.
- ICT - a variety of ICT is used to enhance the children's learning in *Geography* for example research via the internet, use of data handling software and digital cameras to record still and moving images.
- PSHE - through field work and group work in class, children are required to cooperate with each other and collaborate. Topics relating to environmental change and sustainable development contribute to the children's moral, social and cultural development. Spiritual development is developed by helping children to reflect on their experiences or response to a variety of natural or physical environments. We use *Geography* to inspire children to think about their own place in the world, their values and rights and responsibilities to other people and the environment.

Resources

Resources are audited yearly and teachers are kept informed by the subject leader of the variety and location of resources available to aid the teaching and learning of *Geography*.

Assessment

Class Teachers have the responsibility to assess pupils' attainment against the intended Key Stage outcomes as outlined in the New National Curriculum, 2013. Marking and assessment is conducted in line with school policy.

Partnership with Parents/Carers

Parents/carers have the opportunity to discuss their child's progress at parents' evenings in the Autumn and Spring term and are informed via annual school reports in the Summer term. Parents may also be invited to see other topic related work at other times (e.g. class assemblies, displays of topic books etc) and are encouraged to support their child's learning through topic related homework e.g. 'take home tasks'.

Geography and Inclusion (SEN, AG&T, EAL, Pupil Premium, LAC, Ever 6 and all vulnerable groups)

At Hazeldene we teach Geography to all children, setting learning challenges to suit their individual learning abilities. Geography forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our Geography teaching we provide learning opportunities that enable all pupils to make progress.

Equal Opportunities

The staff and pupils at Hazeldene believe that everyone should have access to the Geography curriculum, regardless of sex, race or disability. We ensure that we study a range of place and cultures with people of both sexes and many diverse ethnic origins. We make every effort to avoid stereotypes so that children develop an accurate perception of people and places.

Evaluation

This policy will be monitored and reviewed by the Geography Subject Leader.

February 2015

