



Geography Policy

Approved by the Governing Body: Jan 2018
Review Date: Jan 2020

At Twyford School, we value *Geography* because it allows all children the opportunity to explore the inter-relationships between the Earth and its peoples through the study of place, spatial pattern and the environment.

Aims

Geography teaching offers opportunities to:

- Inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.
- 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.
- Develop a growing knowledge about the world to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.
- Acquire *Geographical* knowledge, understanding and skills.
- Enable children to learn and explain how the Earth's features at different scales are shaped, interconnected and change over time.

(Taken from the New Primary *Geography* Curriculum -Reference: DFE-00186-2013)

Objectives of Curriculum

Children will be taught a range of knowledge of skills in both Key stage 1 and Key stage 2. Both key stages will focus on *Locational Knowledge*, *Place Knowledge*, *Human and Physical Geography* and *Geographical Skills* and *Fieldwork*.

Key Stage 1

In Key Stage 1 these focus areas can be taught in the following teaching units:

- Our Local Area and Around our School
- Our School in the Community and Community Safety
- Beaches and Coasts Around the World
- Introducing Maps
- Characteristics of the UK
- Oceans and Continents
- Island Home: Caribbean Island
- A Global Eye: Comparisons with Liverpool
- Map Work



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Key Stage 2

In Key Stage 2 these focus areas can be taught in the following teaching units:

- Locality Development and Change
- World Countries and World Weather
- Comparing Human and Physical Characteristics of Two Different Countries
- Village Settlers
- Settlers in North America
- Comparing Egypt to the UK
- Name and Locate Key Cities around the World
- World Mapping
- Different Environments of the World
- Compare and Contrast Different Localities
- Field Work
- Investigating Rivers
- Mountain Environments
- Orienteering

The Organisation of the Subject

Time allocations for *Geography* are:

KS1: 50 mins per week.

KS2: 1 hour per week

The time which is allocated to the subject will be organised in flexible units depending upon the nature of the activities. In KS1 there is a focus on *Geography* in one blocked unit each term. In KS2 most of the teaching is blocked into two major *Geography* units to allow an appropriate balance between continuity and depth of study.

Geography Teaching

Reception.

In Reception, *Geography* is about having the opportunities to find out and learn about the world they live in.

Children will....

- Develop an increasing awareness of their surroundings,
- Focus on the variety and diversity of human and natural resources,
- Be introduced to moral responsibility,
- Develop ideas of citizenship and challenging stereotypes,
- Learn early map work skills.



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Key Stage 1

In KS1, Geography is about developing knowledge, skills and understanding relating to children's own environment and the people who live there and developing an awareness of the wider world.

Children will:

- Investigate and learn about the physical and human features of their own environment and appreciate how their locality is similar to and different from other places - by studying areas in England, Scotland, and the rainforest.
- Focus on geographical questions like 'What?', 'Where is it?', 'What is it like?' and "How did it get like this?"
- Develop and use geographical enquiry skills, including fieldwork skills, geographical terms, making and using maps and using photographs.

By the end of Key Stage 1 most children will be able to:

- Describe the main features of localities and recognise similarities and differences,
- Recognise where things are and why they are as they are,
- Express their own views about features of an environment and recognise how it is changing,
- Find out about places and environments by asking and answering questions, by using their own observations and other geographical enquiry skills and resources.

Key Stage 2

In Key Stage 2, Geography is about developing knowledge, skills and understanding relating to people, places and environments at different scales in the United Kingdom and overseas and an appreciation of how places relate to each other and the wider world.

Children will:

- Study places and themes at different scales - from local to national in the United Kingdom and overseas and investigate how people and places are linked and how they relate to the wider world by researching and world locations of current topical interest,
- Study how and why physical and human features are arranged as they are in a place or environment and how people are influenced by and affect environments issues, rivers and mountains as well as identifying geographical processes involved in world events,
- Focus on geographical questions like 'What is it like?', 'How did it get like this?' and 'How and why is it changing'?
- Develop and use geographical enquiry skills, including fieldwork and IT skill, geographical terms, making and using maps and using photographs.

All children throughout the school will:

- Develop language skills through talking about their work and presenting their own ideas using sustained and systematic writing of different kinds,
- Use geographical language and draw maps and diagrams to communicate geographical information,



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- Read fiction and non-fiction and extract information from sources such as reference books, CD ROMS, e-mails and the internet,
- Work with others, listen to each other's ideas and treat them with respect,
- Have opportunities to consider their own attitudes and values and those of other people,
- Develop respect for evidence and critically evaluate ideas which may or may not fit the evidence available,
- Develop a respect for the environment and be encouraged to evaluate their own and other's effect or impact on it.

Progress in Geography will be characterised by:

- An increase in breadth of studies ie the gradual extension of content - places, themes and environments to be considered,
- An increasing depth of study ie the gradual development of general ideas and concepts and a deeper understanding of increasingly complex and abstract processes, patterns and relationships,
- An increase in the spatial scale of study ie the shift in emphasis from local, smaller scale studies to more distant, regional, national continental and global scales,
- A continuing development of skills i.e. the use of specific geographical skills such as map work and more general skills of enquiry matched to children's developing cognitive abilities
- Increasing opportunities for children to examine social, economic, political and environmental issues i.e. the chance to develop greater appreciation and understanding of the influence of people's beliefs, attitudes and values on alternative courses of action relating to people, places and environments.

Planning

The National Curriculum units are used as the basis for curriculum planning. Much use is made of the local environment in fieldwork and localities are chosen that provide a contrast to the immediate area.

Curriculum planning is in three phases (long term, medium term and short term). Long term plans map the geography topics studied in each term during each key stage. Long term plans follow The National Curriculum. Due to the mixed age classes at Twyford, long term planning is on a two-year rotation cycle. Medium term planning is done $\frac{1}{2}$ termly, identifying specific skills to be covered each week from the long term plans. Short term plans specify what learning will happen in each lesson. Each class teacher creates a plan for each lesson. These list specific learning objectives, success criteria and differentiated tasks.

Topics are planned so they build upon prior learning. Children of all abilities have the opportunity to develop their skills and knowledge through planned progression, with increasing challenge as they move up the school.



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Link with other curriculum areas

Geography links well with many other subjects which is planned through a cross curricular approach eg English, Maths, ICT, PSHCE and Spiritual, moral, social and cultural development.

Special Needs

Geography is taught to all children whatever their ability. Suitable learning challenges are set that respond to different needs.

Teacher assessment allows staff to consider each child's attainment and progress against expected levels.

Assessment and Recording

Children self assess their work with traffic lights and smiley faces.

Teachers assess children's work by making informal judgements as we observe the children during lessons.

When a unit of work is completed teachers make a summary judgement of the work for each pupil using assessment sheets.

Teachers use this to plan future work; to provide the basis for assessing and to pass information on to the next teacher at the end of the year.

Resources

Teachers continually review the resources in the school, so as to teach all the units in the scheme of work. Resources are kept in a central store where there are boxes for each unit. In the library there are a selection of atlases and a good variety of Geography topic books. There is a range of educational software to support the children's individual research.

Relevant ICT resources are available.

Monitoring and Review

The Geography subject leader is responsible for monitoring the standard of children's work and the quality of teaching. She is also responsible for supporting colleagues, for being informed about current developments, alongside the Headteacher.

Health and Safety

In order for children to visit any educational places of interest a risk assessment is carried out and written authorisation is required from the parents.