



# Cartmel CE Primary School

## Geography Policy

**2018/2020**

**The Governing Body adopted this policy on: June 2018**

**Approved by: D Milner**

**Review date: June 2020**

### **Mission Statement**

*'Mighty Oaks from Little Acorns Grow'*

We will do our best, be happy and honest, show respect and be friendly.

At Cartmel we create a happy caring environment based on Christian Values, where we value every child and encourage them to strive for their highest standards of achievement. We ensure that our young people go into the world as confident, independent, responsible citizens with a love for learning.

Our Mission Statement pays homage to our conviction that there is something potentially wonderful in every individual.

## **School Values Statement**

We at Cartmel C of E Primary School provide a safe, healthy and caring school community, where everyone is accepted and respected. In line with our mission statement, "We support our children to become independent, motivated, confident individuals who aim to be the best they can be. Through our carefully planned activities we are able to provide our children with a well-rounded school experience which is exciting and fun."

## **Introduction**

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 should 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 should be taught about:

### Location 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 and record 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

The school uses a variety of teaching and learning styles in geography lessons. The principal aims are to develop skills and understanding as well as developing their technical knowledge. We do this through a mixture of whole-class teaching and individual/group activities. Within lessons, we give children the opportunity both to work on their own and to collaborate with others, listening to other children's ideas and treating these with respect. The curriculum is particularly enhanced in 'Golden Time' whole school activities where children are given the opportunity to work alongside members of their school family team group. Here they are given creative opportunities to practice, consolidate and extend skills. Children critically evaluate work and that of others. They have the opportunity to use a wide range of materials and resources, including ICT.

### Geography planning

Our school has devised a programme of study linked to other foundation subjects to ensure that Geography skills can be taught in a meaningful way. This curriculum is cross-referenced to the programs of study of the National Curriculum and provides comprehensive skills development. In order to meet statutory requirements our school has divided up the breadth of study into a two-year cycle. We carry out the curriculum planning in Geography in three phases: long-term, medium-term and short-term. Geography is planned through creative and purposeful learning opportunities within the class learning 'experience'.

### The Early Years Foundation Stage

We encourage the development of skills, knowledge and understanding that help reception children make sense of their world as an integral part of the school's work. As the reception class is part of the Early Years Foundation Stage, we plan opportunities based on Development Matters in the Early Years Foundation Stage (EYFS). The Development Matters statements for Geography can be mainly found in the EYFS Specific Area of 'Understanding the World'.

The development matters statements support the curriculum planning for children aged birth to five and forms the foundations for later work in Geography. These early experiences include: exploring and investigating, drawing on their own personal experiences and observing closely using their senses. They will also include using age appropriate software and technology.

### Assessment for Learning

Teacher assessment takes place at the end of each unit of work, with a notation against the child's name of emerging, expected, or excelling. This description indicates the child's performance against the learning expectations being recorded. Regular assessment is carried out using:

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

Teachers analyse pupils' progress in the units of work they have completed at the end of each school year to complete the annual report to parents/guardians. This report takes the form of a summary of the teacher's observations and continued assessment of the pupils at work and a level at which the pupil is currently working.

### Differentiation

In all classes there are children of differing ability and age. We recognise this fact and provide suitable learning opportunities for all children (including those who may be gifted and talented or have additional needs) by matching the challenge of the task to the ability of the child. Each child is

valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability.

### The Environment

Geography at Cartmel CofE Primary School contributes to the community by promoting the study and understanding of local sites, including the direct locality of the school. Great importance is put upon ensuring children understand the importance of living in a sustainable world and the part that they can be in looking after it.

### Monitoring

The Geography subject leader and class teacher are responsible for monitoring the standard of the children's work and the quality of teaching in Geography. The subject leader is responsible for supporting colleagues in the teaching of Geography, for being informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. The subject leader will complete an annual action plan where they evaluate the strengths and weaknesses in the subject and indicate areas for further improvement. Throughout each academic year, the subject leader must undertake monitoring of Geography across the whole school.