



Ombersley Endowed First School

Geography Policy

Named co-ordinator: Ruth Douglas-Osborn

Date policy agreed:

Review Date:

Introduction.

This policy outlines the teaching, organisation and management of Geography taught and learnt at Ombersley Endowed First School.

Geography is an essential part of the curriculum, it provides a means of 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. It contributes to the cultural, social, spiritual and moral life of children as they acquire knowledge of a range of different cultures and traditions, and learn tolerance and understanding of other people and environments.

At Ombersley, children learn about their local area of Ombersley, Droitwich and Worcester and compare their life in this area with that in other regions in the United Kingdom and the rest of the world. They learn how to draw and interpret maps and they develop the skills of research, investigation, analysis and problem-solving. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures. Geography teaching also motivates children to find out about the physical world and enables them to recognize the importance of sustainable development for the future of mankind.

“Geography is one of those richly comprehensive subjects whose relevance is all around us. Where we come from, what we do, what we eat, how we move about and how we shape our future are all directly the province of the Geographer. More than ever, we need the geographer’s skills and foresight to help us learn about our planet, how we use it and how we abuse it.” Michael Palin

Aims

- To provide learning opportunities that enthuse, engage, and motivate children to learn and foster a sense of curiosity and wonder at the beauty of the world around them.

- To stimulate children's interest in their surroundings and develop a knowledge and understanding of the physical and human processes which shape our world.
- To help children acquire geographical knowledge, skills and attitudes so that they can make sense of the environment they live in and carry out geographical enquiry.
- To increase children's knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country.
- To encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means.
- To enhance their sense of responsibility for the care of the earth and its peoples.

We ensure these aims by focusing on the development of geographical skills by:-

- Studying geographical themes e.g. weather, water and discuss their work using geographical language
- Using and understanding a range of maps of different scales as well as developing skills to become map makers themselves
- Applying map reading skills to globes and atlas maps and identify geographical features
- Using and interpreting a range of data such as materials and equipment together with appropriate use of ICT such as Google maps.
- Investigating through firsthand experience. e.g. visits, field work and other people's experience and knowledge. Particularly using the school grounds and the surrounding village.
- Developing research skills, formulating questions and evaluating material to inform

Geography Curriculum

Geography in the Foundation Stage is taught as an integral part of topic work covered during the year. Throughout the year the objectives are covered as set out in the Early Years curriculum, "Understanding the World" Area of Learning. The children undertake a wide range of activities which help them to develop their understanding of the world around them, finding out about different places, habitat and local area. They look closely at the school grounds and are encouraged to discuss what they like and dislike about it.

Geography is compulsory National Curriculum subject at key stages 1 to 3. The National Curriculum 2014 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

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.

At Ombersley we ensure coverage of the geographical skills needed whilst integrating geography into teaching a broad and balanced creative curriculum. We plan to use the children's ideas of places and spaces as starting points for all geographical activity. We find out what the children already know and build on this knowledge or challenge the existing ideas if they are not accurate. We use the local environment and any local significant geographical features eg River Severn, to enhance the children's learning experience.

Geography is taught as part of the schools Long Term topic plans. We aim to develop cross-curricular dimensions using a geography focus to encompass other curriculum areas where it is appropriate. Clear links exist between geography and other areas of the curriculum particularly, literacy, the arts (music, art, dance and drama) and numeracy (Shape, Space, Measure and Data Handling). We make provision for children to use the computer in geography lessons where appropriate. Children use ICT in geography to enhance their skills in data handling and in presenting written work. They can develop map reading skills through using specific programmes. They research information through the Internet. We also offer the children to use the digital camera to record and use videos and photographs.

Equal Opportunities and Inclusion

At Ombersley School we teach geography to all children, whatever their ability, gender, race or religion. 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. We do this by setting suitable learning challenges and responding to each child's different needs. Provision will be made for individual needs in IEP's. Equal opportunities are provided for boys and girls, also for

children with special needs, those who are talented or gifted and children from different cultural backgrounds Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels We enable pupils to have access to the full range of activities involved in learning geography. Where children are to participate in activities outside the classroom, for example, a field trip, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Health and Safety

In planning activities teachers will anticipate any safety issues. Children will be encouraged to consider safety for themselves, others and the environment when undertaking geographical activities. Staff will ensure that a Risk Assessment will be completed before undertaking any field trips or visits.

Assessment

We assess the children's work by gathering evidence of what individual pupils know, understand and can do in geography by observing them at work, listening to and discussing with them, and evaluating any work they produce. Formal assessment is made during the year and end of key stage judgements using the levels of attainment statements, which are passed on to the next teacher. To ensure that these are accurate we monitor work regularly and analyse end of year pupils' performance. We report annually to parents on how well the pupil has achieved, what s/he does well and what is needed to bring further improvements.

Monitoring and review

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 supports colleagues in the teaching of geography, by 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 should be responsible for Geography equipment and audit resources annually.

Signed:

Date: