

St Andrew's C of E Junior School Geography Policy

Vision Statement – 2023/24

We aim to provide an engaging curriculum that ensures that our children become caring, confident capable and creative individuals. This policy is a statement of our aims, principles and strategies for the teaching of geography at Saint Andrew's Junior School.

Introduction

This policy outlines the purpose, nature and management of the geography taught in our school. Geography is a foundation subject within the National Curriculum. The school policy for geography reflects the values and contributions from all staff.

Rationale for Geography Teaching

Geography is one of the main drivers of our curriculum and allows the children to gain knowledge and pose meaningful questions about the natural and human world from different perspectives. It also develops knowledge and location of places and environments throughout the world, an acquisition of map skills and a range of investigative and problem solving skills. Geography is a focus within the curriculum for discussing, evaluating and addressing global issues such as deforestation, climate change and sustainability. The aim of geography is to raise awareness of the world around us and provide children with a deeper understanding of issues within their local area and how this links to our global community.

Geography Aims:

At St Andrew's Junior School we aim:

- To provide a range of geographical experiences both inside and outside of the classroom which encourage children to build upon their interest and enjoyment and knowledge and understanding.
- To foster a sense of wonder and curiosity about the world in which they live and develop a sense of place.
- To develop their geographical knowledge and understanding, vocabulary and skills which they can apply in an increasing range of situations to carry out geographical enquiry and interpret geographical information.
- To communicate geographical information in a variety of ways.
- To become familiar with their own surroundings and extend their interest and knowledge and understanding of contrasting localities in the United Kingdom, Europe and the wider world.

- To develop knowledge and understanding of the human and physical processes and patterns which shape places, and explore interconnections within and between different places.
- To adopt an enquiring approach to the world around them, developing their ability to formulate appropriate questions, research, handle data and draw conclusions.
- To appreciate similarity and difference in the world around them having empathy for the lives of others of respect for others beliefs and attitudes and values.
- To enhance their sense of responsibility for the care of the Earth and its people.
- To develop a simple understanding of environmental sustainability and how they can be actively involved in living as sustainably as possible.

Through geography we can:

- Improve pupils' skills in literacy numeracy and ICT.
- Develop pupils' thinking skills.
- Promotes pupils' awareness and understanding of gender, cultural, spiritual and moral issues.
- Develop pupils as active citizens.
- Develop independent learning and collaborative skills.

Knowledge and Skills

Knowledge and geographical skills are an integral part of geography teaching. Our curriculum is based on the acquisition of knowledge as well as developing geographical skills. Knowledge and skills are outlined in each medium term plan and kept by the geography coordinator. The teaching of skills and acquisition of knowledge progresses throughout each year group.

Key Stage Two

The National Curriculum Programs of Study at Key Stage Two focuses on developing children's knowledge, skills and understanding of geography. Pupils should extend their knowledge and understanding beyond the local area and the United Kingdom, to include 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. They should develop their use of geographical tools and skills to enhance their locational and place knowledge

Pupils should be taught to:

Locate the world's countries using maps to focus on Europe and North and South America and 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, including hills and mountains, cities, rivers, key topographical features of land use patterns and understand how some of these aspects of changed over time.

Identify the position and significance of latitude, longitude, Equator, North Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and time zones (including day and night).

Understand geographical similarities and differences through the study of human and physical geography of a region or area in the United Kingdom, a region or area in a European country and a regional area within North or South America.

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 settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies.
- Use maps, atlases, globes and digital computer mapping to locate countries and describe features studied.
- Use the eight points of the compass, four figure grid references, symbols and key including the use of building a 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.

Recording of Geography

Pupils are encouraged to record their work using a variety of methods. These may include written or verbal reports, charts, collages, models, pictures and role-play activities. Children's written evidence will also be recorded in their termly topic books. Examples of children's work will be retained to provide evidence of ongoing geography, including photographic evidence of displays, presentations, visits or field trips to ensure progression and continuity throughout the school.

Classroom Management

The geography curriculum follows units that have been developed and written by the staff at St Andrew's Junior School. This is reviewed yearly to ensure current initiatives are included and to ensure cross curricular links are meaningful to the children.

Planning is completed on the school medium-term plan pro forma to illustrate knowledge and skill development, lesson sequence and content, learning objectives, resources, differentiation and assessment. Planning is monitored regularly and copies are kept by the geography coordinator.

Geography can be taught in alternate half terms or as a whole block over three half terms.

Fieldwork is integral to geography where we include opportunities to involve children in practical geographical research and enquiry; the children conduct a variety of studies including their local area, a coastal area and a river enquiry.

Cross Curricular links in Geography

History

Geography provides meaningful links to the study of history. For example, the topic of water/rivers is woven through Ancient Egypt in Year 3. In year 4, the topic of volcanoes is taught closely with their Romans topic. Locating and naming countries and cities in the world are explored through our history studies.

English

Geography makes a significant contribution to english in our school; it actively promotes the skills of reading, writing, speaking and listening. We focus on the key understanding and vocabulary of the subject and provide opportunities for the children to apply this in their learning. Children are provided with opportunities to write at length in geography to show consistency in writing.

Mathematics

Our fieldwork investigations develop data handling and graphing skills. The spatial dimension of map work helps children consolidate understanding and direction. Through map work, children will develop their use of coordinates. It also develops their knowledge points of the compass and provides opportunities for children to practise giving directions using a compass.

Science

There are similarities between the enquiry approach and scientific investigation. The skill of identifying similarities and differences is also mirrored. Children gain an understanding of different topics that have underlying scientific concepts and therefore need to use their scientific understanding to allow them to develop their knowledge.

Using ICT

Pupils are provided with opportunities to develop and apply their ICT knowledge and skills to support their learning in geography. Information and communication technology enhances our teaching of geography wherever appropriate. It can be used as a teaching tool where appropriate, and provides opportunities for children to enhance their skills in data handling and in presenting written work. They are also able to research information through the internet and google maps and communicate their understanding through digimaps. We also use the digital camera for fieldwork and classroom follow-up.

Assessment is an integral part of teaching and learning in school. Children's progress should be monitored through teacher questioning, observation, quizzes and assessment pieces. The geography coordinator has progress indicators for Lower Key Stage two and Upper Key Stage 2. Staff will assess children using assessment sheets provided by the geography coordinator that are specific to each year groups. The geography coordinator will keep a copy of these yearly expectations which will be used to inform future planning as well as to sustain continuity between classes and progression of pupil's learning.

Monitoring and Evaluating

Geography will be monitored throughout the school by the geography coordinator who will be responsible for gathering samples of work and pupil voice.

The geography coordinator will also monitor geography books and schemes of work to ensure that the programs of study are being effectively taught and match the needs and abilities of the pupils.

Lessons will be monitored to help promote quality of learning and standards of achievement in geography.

The geography coordinator will be responsible for evaluating geography within the school and ensuring appropriate strategies are put in place to improve learning outcomes.

Inclusion

In line with our policy, we are committed to providing a teaching environment that promotes learning where children are given opportunities to work with others, listen to each other and treat everyone with respect.

We plan our classroom activities to challenge and involve all pupils appropriately according to age and capability, ethnic diversity, gender and language background.

We are aware of different learning styles of the need to allow pupils to be able to work in their preferred learning styles.