



Longshaw Junior School

Success for all - Nothing Less!



Geography Policy



Longshaw Junior Community School



Geography Policy

The National Curriculum 2014 Definition

A high-quality 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. 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. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Key Stage 2 Objectives:

- **Key stage 2**

Pupils should 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. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

Locational 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, 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.

Geography at Longshaw Junior School

At Longshaw Junior school, we believe that geography stimulates pupil imagination and curiosity. It provides an insight in to the world and allows them to experience places they may never see in real life. Pupils are encouraged to develop their knowledge through using different technology. They are given opportunities to explore the world around them.

Our objectives of Geography at Longshaw Junior Community School

- to enable children to record from first-hand experience and from imagination, and to select their own ideas to use in their work
- to develop imagination and curiosity through a range of activities
- to improve the children's ability to use atlases and digital media
- to increase their critical awareness of environmental issues

Geography Scheme of Work

Teachers are provided with a geography scheme of work for each year group. The scheme identifies key skills and knowledge which must be acquired during the year. There are also some additional skills which can be taught to enhance children's knowledge and understanding of the subject. Each year group will be given useful resources and approaches to assist in the teaching of the subject. The scheme of work is intended to be working documents and are continually in development.

Teaching

At Longshaw Junior Community School, teachers plan their geography lessons using the school's curriculum planning format and the knowledge organisers. Geography is planned as a discrete subject.

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- set common tasks that are open-ended and can have a variety of responses;
- set tasks of increasing difficulty where not all children complete all tasks (e.g. G&T children may be expected to achieve all of the success criteria, whilst others may only achieve some of them)
- at times grouping children by ability and setting different tasks for each group (e.g. G&T children invited to an after school drawing club)

- provide a range of challenges with different resources
- using additional adults to support the work of individual children or small groups.

Contribution of Geography to teaching in other curriculum areas

English and Reading

Geography contributes to the teaching of English in our school by allowing for opportunities for writing. Children will be given opportunities to read about places around the world and discuss what they have read. They will collect information by using the internet and books.

Mathematics

Maths can be seen in geography through the use of directions involving compasses and grid references.

Computing

We use ICT to support geography teaching when appropriate. Children use software to explore places around the world such as digit maps and google maps.

Personal, social and health education (PSHE) and citizenship

Geography helps children with PSHE by looking at personal situations of other people in other environments. They will learn about how other people live and this will give them an understanding of problems that other people in different countries face.

History

History links with geography well. Children will learn about how the landscape has changed and why these changes have taken place. For example, children in Year 5 will learn about the Victorians and they will also look at how Victorian towns were structured and the importance of the mills.

Assessment and recording

We assess the children's work in geography whilst observing them working during lessons. Teachers may note the progress made by children against the learning objectives for their lessons, but most of these observations will not be formally recorded. The teacher makes a termly assessment of progress for each child on Sonar and as part of the child's annual report to parents. We pass this information on to the next teacher at the end of each year.

Throughout each of the topics covered in geography, the children are encouraged to evaluate their work. Photographs of the completed final pieces of work will be included in the child's sketchbook.

Monitoring and review

The monitoring of the standards of children's work is the responsibility of the subject leader by looking at plans, work scrutiny and child conferences. The work of the subject leader also involves supporting colleagues in the teaching of geography, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The subject leader identifies the strengths and weaknesses of the subject, and indicates areas for development; which is based on the monitoring carried out throughout the year.

The role of the geography leader is to:

- inspire an enthusiasm for the subject and advise staff when necessary
- ensure continuity of progression in work across the key stage and coverage of the National Curriculum
- write and evaluate an annual action plan
- monitor the schemes of work to ensure progression and continuity throughout the school
- act in an advisory capacity and encourage "good practice"

- manage a budget and the ordering and maintaining all materials used in school in consultation with other members of staff
- develop a common approach to assessment of the subject
- take the lead in policy development and update the policy when required.