

Knavesmire Primary School Geography Policy

Our Aims and Vision

ALL pupils at Knavesmire access a broad, balanced and enriching Geography curriculum. Through the Big Idea, pupils will gain knowledge and understanding of the world we live in. Geography teaching at Knavesmire Primary School stimulates the children's interest, curiosity and understanding of the world through knowledge and skill based lessons. Children at Knavesmire progress their learning of Geography as they learn about a village, town, city, country and eventually region, always challenging themselves to compare and contrast the different places on our planet. Teaching of the progressive knowledge and skills, equips children to ask questions, think critically, weigh evidence and develop perspective and judgement. Geography teaching helps pupils to understand the relationship between human and physical Geography and develop an understanding of how they can navigate and improve the world we live in.

Objectives

Location Knowledge:

End of KS1: Name, locate and identify characteristics of the 4 countries and capital cities of the UK using maps and globes.

End of KS1: Name and locate the world's 7 continents and 5 oceans using maps, atlases and globes.

End of LKS2: Name and locate countries in the United Kingdom and Europe using globes and atlases and Identify the position and significance of latitude and longitude.

End of LKS2: Name and locate cities of the United Kingdom and Countries in North and South America using globes and atlases and Identify the position and significance of the Equator.

End of UKS2: Name, locate and identify the key physical and human characteristics of UK cities and countries in the UK, Europe, North and South America using globes, ordnance survey maps and atlases and Identify the position and significance of the Northern Hemisphere and Southern Hemisphere.

End of UKS2: Use digital/computer and ordnance survey mapping to name, locate and identify the land use patterns within UK cities as well as the countries and the environmental regions of counties in Europe, North and South America and Identify the position and significance of the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones.

Place Knowledge:

End of KS1: Understand geographical similarities through studying the human and physical geography of a **village** of the UK and a non-European country.

End of KS1: Use aerial photographs and plan perspective to understand similarities and differences through studying the human and physical geography of a **seaside town** in the UK and a non-European country.

End of LKS2 : Understand geographical similarities and differences through the study of human and physical geography of a **town** of the UK, a town in a European country and a town within North or South America.

End of LKS2 : Understand geographical similarities and differences through the study of human and physical geography of a **city** of the UK, a city in a European country and a city within North or South America.

End of UKS2: Understand geographical similarities and differences through the study of human and physical geography of a **country** of the UK North, and South America.

End of UKS2: Understand geographical similarities and differences through the study of human and physical geography of a **region** of the UK, European country, and North or South America.

Human and Physical Geography:

End of KS1: Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South poles.

End of KS1: Use basic geographical vocab to refer to

Key physical features: soil, vegetation, weather, season, hill, forest, soil, vegetation, beach, cliff, coast, mountain, sea, ocean and valley.

Key human features: factory, farm, house, shop, village, farm, house, city, town, factory, office, port, harbour and shop.

End of KS2: Describe and understand key aspects of:

Key physical features: rivers, volcanoes, the water cycle, vegetation belts, climate zones and biomes.

Key human features: minerals, water, food, the distribution of natural resources and economic activity including the links.

Geographical Skills and Fieldwork:

End of KS1: Follow directions to and around forest school and school and its grounds. Use simple fieldwork to record the key human and physical features.

End of KS1: Present fieldwork findings by creating a simple map of forest school and the school and its grounds with basic symbols in the key. Use simple compass directions to describe the location of features and routes on the map.

End of LKS2: Follow directions to and around the racecourse/knavesmire and Southbank area. Use fieldwork to observe and record human and physical features.

End of LKS2: Present fieldwork findings by creating sketch maps and plans with symbols in the key. Use the 4 compass points to describe the location of features and routes on a map.

End of UKS2: Follow directions to and around Bishophorpe Road/Rowntree Park and York City Centre. Use fieldwork to observe, measure, record and analyse the human and physical features.

End of UKS2: Present fieldwork findings by creating sketch maps, plans and graphs with a key. Use the 8 compass points and 4- and 6- figure grid references to describe the location of features and routes on a map.

Teaching and Learning Style

Geography is taught in an enriching and engaging way through the Big Idea. Geography teaching focuses on enabling children to think about our planet. The children learn specific Geography skills and practise these skills through fieldwork and map work. In each Key Stage we give children the opportunity to take part in Geography trips. We encourage visitors to come into the school and talk about their expertise and experience of different places in the world. We recognise and value the importance of teaching the 'future generation' about the effect Human Geography can have on Physical Geography and how our planet is changing daily.

We recognise the fact that in all classes there are children of widely-different abilities in Geography and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

Setting common tasks which are open-ended and can have a variety of responses.

Setting tasks of increasing difficulty.

Providing resources of different complexity depending on the ability of the child.

Using classroom assistants to support children individually or in groups.

Geography Curriculum Planning

We use the Geography school curriculum at Knavesmire. The end of KS1 and KS2 objectives have been broken down to best fit the abilities of each year group and to show progression for each individual child throughout their school life. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and we build planned progression into the scheme of work so that the children are increasingly challenged as they move up through the school.

Nursery

We teach Geography in nursery as an integral part of Understanding the World. We relate the Geography side of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to four. Geography makes a significant contribution to the ELG objectives of developing a child's early Geography vocabulary and fine motor skills which helps them to develop a hands-on approach for exploring their world and an understanding of how to care for their immediate environment and nature.

Reception

We teach Geography in reception classes as an integral part of the Understanding the World work covered during the year. As the reception class is part of the Early Years Foundation Stage of the National Curriculum we relate the Geography side of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. Geography makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world through activities such as exploring our local town, frequent forest school lessons and through outdoor play. Geography vocabulary is also introduced and developed to enable children to discuss their ideas fully.

Assessment and Recording

Progress is evidenced and visible through Big Ideas, pupils' books, and in collected work which is presented in the Geography Big Books and Big Idea portfolios. Assessment is recorded in each Year group through Big Idea assessment ladders. These ladders assess Geography Fieldwork and map skills. In Geography, we assess children's **fieldwork and map skills**. Fieldwork has been described as 'the jewel in the crown of Geography.' Our vision in Geography is to give children the knowledge of how to navigate and understand their world as well as use skills to help them practically apply that knowledge. Through the assessment of this disciplinary knowledge we can see how the children's substantive knowledge comes alive. The children can use their understanding of place and location knowledge, as well as their understanding of human and physical features, and apply them using fieldwork. It is through Geography fieldwork we see children becoming real geographers. We are able to see the impact of children becoming more empowered to access and navigate their world as well as feed their curiosity in a practical way. Key Geography vocabulary is also assessed using our vocabulary maps at the end of a Big Idea.

The Contribution of Geography to Other Subjects

English

Geography contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Geography gives us an audience to write for, especially with our vastly changing world.

Maths

Geography teaching contributes to the teaching of mathematics in a variety of ways. Children can use compass points, mapping coordinates, graphs and measurements of land.

Computing

We use ICT in Geography teaching where appropriate and we meet the statutory requirement for children to use ICT as part of their work in Geography at Key Stage 2. Children use ICT in Geography to enhance their skills in data handling, in presenting written work and by using digital technologies to help them record fieldwork. Children also are given the opportunity to explore the planet through google earth and are given the opportunity to research focus places and write to a penpal somewhere else in the world.

Personal, Social and Health Education (PSHE) and Citizenship

Geography contributes significantly to the teaching of personal, social, citizenship and health education. Children develop self-confidence by having opportunities to explain their views on a number of social questions such as how society should respond to poverty and homelessness. They discover how to be active citizens in a democratic society by learning how laws are made and changed and the impact humans have on our world. Using our community links the children learn how to become an active citizen in their community as well as globally using our global links.

They learn how to recognise and challenge stereotypes and to appreciate that racism is a harmful aspect of society. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others.

Spiritual, Moral, Social and Cultural Development

When teaching Geography, we contribute to the children's spiritual development where possible. During faith week the children are given the opportunity to learn about many different religious beliefs as well as the different cultures from all over the world. The Geography programme of study enables children to understand that Britain's rich cultural heritage can be further enriched by the multicultural British society of today. British values of democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs are integrated into the Curriculum according to the 2011 Prevent Strategy.

Inclusion and the Geography Curriculum

SEND

At Knavesmire Primary School we teach Geography to all children whatever their ability. Geography forms part of the school's curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities matched to the needs of children with learning difficulties and we take into account the targets set for individual children in their Individual outcome plans (IOPS)

Teachers take account of the three principles of inclusion that are set out in the National Curriculum:

- Setting suitable learning challenges.

- Responding to the diverse learning needs of pupils.

- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Equal Opportunities

It is the responsibility of all teachers at Knavesmire Primary School to ensure that children irrespective of ability, race, gender, age, faith, sexual orientation, and disability are given full access to the geography curriculum and make the greatest possible progress in accordance with recent legislation. Please refer to the schools Equal Opportunities Policy.

Resources

There are sufficient resources for all Geography teaching units in the school. We keep these resources in a central store where there is a box of equipment for each unit of work. The library contains a good supply of topic books and the ICT suite is available for software and internet links. Resources can also be found in our 'Our Place in the World' cupboard and in the curriculum shared drive. We also have a list of online resources, workshops, visitors and trips on our 'Curriculum Drive' to support staff with subject knowledge and to ensure Geography is an enriching subject at Knavesmire.