

Oak Meadow Primary School

Ryan Avenue, Ashmore Park, Wolverhampton, WV11 2QQ, 01902 558517, oakmeadowprimaryschool@wolverhampton.gov.uk



Policy: Geography

From tiny acorns mighty oaks grow.

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Policy Author: Elaine Hague

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Curriculum Statement - Geography

Intent

Geography is, by nature, an investigative subject that provides answers to questions about natural and human aspects of the world. At Oak Meadow, children are encouraged to develop a greater understanding of the world, as well as their place in it. The Geography curriculum enables children to develop knowledge and skills that are progressive and transferable to other curriculum areas. We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives. We also aim to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

Implementation

Geography at Oak Meadow is taught in topics throughout the year. Through their work in Geography, children learn about their local area and compare their life in this area with that in other regions in the United Kingdom and in the rest of the world. As pupils progress, they deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. They learn how to draw and interpret maps and use subject-specific vocabulary relating to human and physical Geography, with accuracy and confidence.

Teachers have identified the key knowledge and skills for each topic and consideration has been given to ensure progression across topics throughout each year group across the school. At the beginning of each topic, children are able to convey what they know already as well as what they would like to find out. This informs the programme of study and also ensures that lessons are relevant and take account of children's different starting points. Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion. Cross-curricular outcomes in Geography are specifically planned for, where appropriate. The local area is also utilised and teachers plan for opportunities to learn outside the classroom.

Impact

Outcomes in topic workbooks and floor books evidence a broad and balanced Geography curriculum. As children progress through the school, they acquire key knowledge and skills and develop a sound knowledge and understanding of both human and physical Geography. Children appreciate their local area and its place within the wider geographical context. Children gain an appreciation of life in different societies and develop a sense of other cultures and how nations rely upon each other. At the end of each year, children achieve age related expectations in Geography and retain the knowledge and skills learnt from each unit of work.

Skills Progression

Teachers have identified the key knowledge and skills for each blocked topic and consideration has been given to ensure progression across topics throughout each year group across the school. See Appendix 1 for KS1 and KS2 Geography Skills Progression.

Assessment

Assessment for learning is continuous throughout the planning, teaching and learning cycle. At Oak Meadow, we use summative and formative assessment to determine children's understanding of key geographical knowledge and skills. Assessment is supported by use of the following strategies:

- Observing children at work, individually, in pairs, in a group and in class during whole class teaching.
- Using differentiated, open-ended questions that require children to explain their understanding.
- Providing effective feedback, including interactive marking through green pen questions, where appropriate, to engage children with their learning and to provide opportunities for self-assessment, consolidation, depth and target setting.
- Book moderation and monitoring of outcomes of work, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners, with the acquisition of pre-identified key knowledge of each topic being evidenced through the outcomes.
- Use of specific and measurable learning objectives for each lesson which children and teacher's review against the agreed success criteria.

At the end of each topic, the acquisition of skills are evidenced by the class teacher on a foundation subject tracker. Each child's attainment and progress in Geography is formally reported to parents at the end of the school year in the end of year report.

Early Years

In the Early Years, pupils explore geographical themes and content through the Understanding of the World strand of the EYFS curriculum. This involves guiding the children to develop a sense of their physical world, as well as their community, alongside opportunities to explore, observe and find out about people, places, technology and the environment. They are assessed according to the Development Matters attainment targets.

Cross – Curricular Links

Geography is a subject that touches on many other areas taught in schools, from Mathematics to Art. For example, a link may be made to compliment both Geography and Maths lessons to teach co-ordinates. Cross-curricular outcomes are identified prior to teaching. The local area and school grounds are also utilised where appropriate to provide relevant opportunities to learn outside the classroom.

SMSC Development

Spiritual education in Geography inspires awe and wonder at the natural world and its features such as rivers, mountains, hills, volcanoes and the effect of weather and climate. Moral education in Geography provides opportunities for children to research topics such as deforestation and consider the extent to which these issues arise as a result of human exploitation of the natural world. Social education in Geography involves the study of real people in different societies and allows children the opportunity to make comparisons with their own locality. Cultural education provides opportunities for children to develop a sense of other cultures, their similarities and differences, and to recognise how nations rely upon each other.

Diversity

Through Geography, children learn about the diversity of national, regional, religious and ethnic identities; teachers encourage pupils to think about issues, problems and events and to use their imagination to consider other people's experiences.

Planning and Resources

Geography resources are stored centrally in the Humanities Resource Area and are organised into topic themes, which are clearly labelled. The library contains an extensive supply of Geography topic books to support children's individual research. Children can also use ICT resources to support their learning. In addition to this, class teachers may develop displays where artefacts, images and produced work can be displayed. Planning is achieved collaboratively with parallel-class teachers and plans are saved electronically. Teachers have identified the key knowledge and vocabulary that is to be taught, as well as the skills that are to be developed across each topic. These are also outlined on each topic medium term plan which makes explicit links to the National Curriculum 2014.

Subject Essentials

Each term, children will have completed all objectives linked to their Geography topic. Work will be differentiated to ensure support and challenge for all pupils. All lessons will be evidenced in books which may include a variety of recording methods such as written work in topic books and floor books, QR codes, photographs etc. All work will be marked and children will be expected to have spelt key geographical vocabulary accurately. The work produced in all foundation subjects will be expected to be of the same quality as that presented in core curriculum lessons.

Role of the Subject Leader

The subject leader's responsibilities are:

- To ensure a high profile of the subject.
- To ensure that a full range of relevant and effective resources are available to enhance and support learning.
- To model the teaching of Geography.
- To ensure progression of the key knowledge and skills identified within each unit and ensure that these are integral to the programme of study and secure at the end of each age phase.
- To monitor books and ensure that key knowledge is evidenced in outcomes.
- To monitor planning and oversee the teaching of Geography.
- To lead further improvement in and development of the subject as informed by effective subject overview.
- To ensure that the Geography curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment.
- To ensure that approaches are informed by and in line with current identified good practice and pedagogy.

Equal Opportunities

At Oak Meadow, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion. Support for specific individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be implemented.

Inclusion

All pupils are entitled to access the Geography curriculum at a level appropriate to their needs. To ensure inclusion, teachers use a range of strategies. Independent tasks, as well as teaching, are well adapted to ensure full accessibility, as well as to provide appropriate support and challenge to different groups of learners. The school makes full use of additional adults who are deployed effectively to ensure that identified children are able to make progress in each curriculum area, according to their full potential.

Role of the Governors

Governors are responsible for ensuring the effective delivery of the Geography curriculum. The subject leader will ensure that the Governing Body is kept up to date with any actions and initiatives which are relevant to the subject. Reviews of action plans are sent to the governors each year and the governors meet with subject leads and provide link governor reports to the governing body annually.

Health and Safety

The curriculum will be delivered in a safe and healthy manner and every effort will be taken to identify risks associated with a curriculum subject/activity (such as field trips) and the appropriate control measures will be implemented. Pupils will be educated about health and safety issues as and when the opportunity arises throughout the course of normal teaching. Risk assessments will be submitted for all educational off site visits via the Evolve system at least 5 days prior to the visit taking place.

EYFS Skills Progression

Geography

30-50 months	Understanding the World	The World	<p>To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.</p> <p>To talk about some of the things they have observed, such as plants, animals, natural and found objects.</p> <p>To talk about why things happen and how things work.</p> <p>To develop an understanding of growth, decay and changes over time.</p> <p>To show care and concern for living things and the environment.</p>
40-60 months	Understanding the World	The World	To look closely at similarities, differences, patterns and change.
ELG	Understanding the World	People and Communities	<p>To talk about past and present events in their own lives and in the lives of family members.</p> <p>To know about similarities and differences between themselves and others, and among families, communities and traditions.</p>
		The World	To know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.

Oak Meadow Skills Progression

Key Stage 1

Subject Area: Geography



National Curriculum Objectives	<p>Pupils should be taught to:</p> <p><i>Locational Knowledge</i></p> <ul style="list-style-type: none">• 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 <p><i>Place Knowledge</i></p> <ul style="list-style-type: none">• understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a contrasting non-European country <p><i>Human and Physical Geography</i></p> <ul style="list-style-type: none">• 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, inc. city, town, village, factory, farm, house, office, port, harbour, shop <p><i>Geographical skills and fieldwork</i></p> <ul style="list-style-type: none">• 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 [for example, 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
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		Year 1	Year 2
	Location Knowledge	<ul style="list-style-type: none"> Name and locate local town/village. 	<ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Name and locate the world's seven continents and five oceans.
	Place Knowledge	<ul style="list-style-type: none"> Observe and describe the human and physical geography of a small area of the United Kingdom. 	<ul style="list-style-type: none"> 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 non-European country.
	Human and Physical Geography	<ul style="list-style-type: none"> Identify seasonal/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. Use basic Geographical vocabulary to refer to physical features of their school and its grounds and of the surrounding environment. 	<ul style="list-style-type: none"> Identify seasonal/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. Use basic Geographical vocabulary to refer to key physical features (inc – beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather) and human features (inc city, town, village, factory, farm, house, office, port, harbour, shop) of a contrasting non-European country.
	Geographical Skills and Fieldwork	<ul style="list-style-type: none"> Use maps, atlases and globes to identify the continents and oceans studied at this key stage. Use locational and directional language (eg, near and far, left and right), Describe the location of features and routes on maps. Use photographs to recognise landmarks and basic human and physical features; devise simple picture maps. Use simple fieldwork and observational skills to study the geography of their school and its grounds. 	<ul style="list-style-type: none"> Use world maps, atlases and globes to identify the United Kingdom and its countries. Use simple compass directions (North, East, South and West), 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 fieldwork and observational skills to study the key human and physical features of the schools surrounding areas.

Oak Meadow Skills Progression

Key Stage 2

Subject Area: Geography



National Curriculum Objectives

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

	Year 3	Year 4	Year 5	Year 6
	<p>Locate the worlds countries,using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and other major cities.</p> <p>Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.</p>	<p>Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (in hills, mountains, coasts, features of erosion and rivers) and land-use patterns; and understand how some of these aspects have changed over time.</p>	<p>Locate the main countries in Europe. Locate and name principal cities.</p> <p>Compare 2 different regions in UK rural/urban.</p> <p>Locate and name the main counties and cities in England.</p> <p>Linking with History, compare land use maps of UK from past with the present, focusing on land use.</p> <p>Identify the position and significance of latitude/longitude and the Greenwich Meridian.</p> <p>Linking with science, time zones, night and day.</p>	<p>Locate the worlds countries, using maps to focus on Europe (inc the location of Russia) Identify their main environmental regions, key physical and human characteristics, and major cities.</p> <p>Linking with local History, map how land use has changed in local area over time.</p>
Place Knowledge	<p>Compare a region in UK with a region in N. or S. America with significant differences and similarities.</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a region of the UK.</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a region in the United Kingdom and region in a European country.</p>	<p>Compare a region in UK with a region in a European country and N. or S. America with geographical differences and similarities.</p>

Human and Physical Geography	Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts (link to work on Rainforest).	Describe and understand key aspects of: Physical geography including key topographical features (inc hills, mountains, coasts, rivers and the water cycle) and Human geography including types of settlements and land use in Britain: villages, towns, cities.(link to Vikings/Saxons).	Describe and understand key aspects of : Physical geography including volcanoes and earthquakes looking at plate tectonics and the ring of fire.	Describe and understand key aspects of : Physical geography including vegetation belts. Distribution of natural resources focussing on energy (link with coal mining past History and eco-power in D&T/Science) Human geography including trade between UK and Europe. Fair/unfair distribution of resources (Fairtrade).
Geographical Skills and Fieldwork	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied Use the eight points of a compass, four 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. Extend for more able to six figure grid references. 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.	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present. 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.	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Extend to 6 figure grid references with teaching of latitude and longitude in depth. Expand map skills to include non-UK countries. 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.