

# LETHBRIDGE PRIMARY SCHOOL

## GEOGRAPHY POLICY

### VALUE STATEMENT

At Lethbridge, we value Geography because it allows all children the opportunity to explore the inter-relationships between the Earth and its peoples through the study of place, spatial pattern and the environment.

- The study of Place seeks to describe and understand not only the location of the physical and human features of the Earth, but also the processes, systems and inter-relationships that create or influence those features.
- The study of Spatial relationships seeks to explore the relationships between places and patterns of activity arising from the use people make of the physical settings where they live and work.
- The study of the Environment embraces both its physical and human dimensions. Thus it addresses the resources, sometimes scarce and fragile, that the Earth provides and on which all life depends; the impact on those resources of human activities; and the wider social, economic, political and cultural consequences of the inter-relationship between the two.

### AIMS

Geography teaching offers opportunities to:

- Develop contextual knowledge of the location of globally significant places, including 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.
- Be 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 and aerial photos.
  - Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

## **Subject Content**

### **Key stage 1**

In key stage 1, pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first hand observation, to enhance their local awareness.

Pupils should be taught;

- Locational Knowledge – 7 continents and 5 oceans, characteristics the UK – 4 countries, capital cities and its surrounding seas.
- Place Knowledge – Similarities and differences of the UK and a contrasting non-European country.
- Human and Physical Geography – 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. Use basic geographical language to refer to key physical features and key human features.
- Geographical Skills and Fieldwork – Use world maps, atlases and globes to identify the UK, continents and oceans. Use simple compass directions (N,S,E,W) and locational and directional language. Use aerial photos and plan perspectives to identify landmarks. Devise a simple map and use a key with basic symbols. Use fieldwork and observational skills to study the geography of their school and its grounds.

### **Key stage 2**

Pupils should extend their knowledge and understanding beyond the local area to include the UK 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. Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns. 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.
- Place Knowledge – Understand geographical similarities and differences of the UK, a region in a European country and a region within North or South America.
- Human and Physical Geography – Describe and understand the key aspects of physical geography and human geography.

- Geographical Skills and Fieldwork – Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the 8 points of a compass, 4 and 6 figure grid refs, symbols and key to build their knowledge of the UK 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.

## **ASSESSMENT AND RECORD KEEPING**

Learning outcomes in each unit show how children can demonstrate what they have learnt within each unit. The work the children do themselves will serve as a record for classes working on each unit. It is not necessary to make detailed records for each child in relation to these outcomes. The end of unit expectation provide broad descriptions of achievement within each unit and should help teachers to decide where a child's progress differs markedly from that of the rest of the class. Teachers may wish to make a note of this, and of any reasons for the difference, to pass on to the next teacher.

## **CROSS-CURRICULAR CONNECTIONS**

### English

Reading and writing are essential for the processes of finding out about and communicating an understanding of geography. Discussion, drama and role play are aspects of the programmes of study for speaking and listening and are important ways for children to develop their understanding that people have different viewpoints and perspectives on their world.

The key goal of geography lessons should be to develop children's geographical understanding. However, geography lessons can also provide valuable opportunities to reinforce what children have been doing during the literacy hour and practise using their literacy skills in a different context.

With careful planning, geography texts and the reading and writing tasks completed in geography can provide opportunities for children to develop and apply their skills and understanding of literacy.

The units of work provide an indication of where links between geography and literacy and speaking and listening can be made in two places:

- in the vocabulary section on the front of units;
- in the 'points to note' column.

## Mathematics

Many units provide opportunities for children to develop mathematical skills. In some units children work with numerical data which relate to real situations. Often they have collected such data themselves.

Opportunities occur particularly, but not only, when children undertake fieldwork, through:

- collecting data (e.g. amount of rainfall, proportion of cloud cover, temperature);
- recording data (e.g. using tally sheets or charts to cumulate scores);
- presenting data (e.g. producing tables, block and line graphs, pie diagrams);
- interpreting data (e.g. converting to percentages, producing summary tables, comparing patterns, making linkages or drawing conclusions).

Mathematical skills are also developed in the context of map work; for example, work on co-ordinates, map references, distances and scales.

## ICT

Opportunities for the use of ICT (information and communication technologies), which will enhance children's learning of geography. ICT are the facilities and features that support teaching and learning, such as CD-ROM sources of information and appropriate software.

The use of ICT can help children's learning in geography:

- by enhancing their skills of geographical enquiry;
- by providing a range of information sources to enhance their geographical knowledge;
- by supporting the development of their understanding of geographical patterns and processes;
- by providing access to images of people, places and environments;
- by contributing to pupils' awareness of the impact of ICT on the changing world.

Where units involve the collection of data, analysis can be assisted by the use of a database or spreadsheet. Many units may be enhanced by source material from a CD-ROM or the Internet.

## Links with other areas of the curriculum

Where there are opportunities for links with other subjects, notably science, history, and design and technology, these are made explicit. Opportunities to contribute to other curriculum areas, for example, citizenship, environmental education, the world of work and aspects of children's spiritual, moral, and social and cultural development are also highlighted.

## **CELEBRATIONS OF SUCCESS**

It is important that children's success in geography is acknowledged and celebrated appropriately. This will be done through display inside and outside the classroom. Final presentation of some work to peers and other year groups may be appropriate in celebrating success.

## **SEN**

Teachers should decide:

- how the material should be adapted to meet the needs of the children in the class, particularly if they are not attaining at levels broadly appropriate for their age;
- whether to use the scheme as a resource for offering a child with significant learning difficulties the opportunity to experience a range of work across the key aspects, drawn from the programme of study.

Teachers are best placed to judge whether the learning objectives meet the learning needs of individual children and to adapt these to provide appropriate opportunities for all children to succeed. Some of the teaching activities will need to be adapted to ensure that children with special educational needs of all kinds may participate fully and demonstrate their achievements.

## **EQUAL OPPORTUNITIES**

In geography, it is important that teachers should plan work that offers equal opportunity in respect of gender, race, the needs of the most able and those children with special educational needs. Teachers when using this scheme may find that there are parts they wish to modify and adapt for the children in their class.

### **More able children**

Teachers should decide:

- how the activities should be adapted or expanded to meet the needs of any more able, gifted or talented children in the year group.

In deciding how to use this scheme of work, year teams or individual teachers may wish to consider whether opportunities which arise from time to time or offered by the circumstances of the year group suggest particular units or aspects which should be emphasised or expanded.

### **Gender**

Teacher should ensure that geography is promoted to both sexes and that the materials used are attractive to all children.

## **MULTI-CULTURAL THEMES**

Multi-cultural themes are often encountered in geography, which affords opportunities to promote understanding.

Children should be encouraged to develop;

- an interest in people and places beyond their immediate experience;
- an awareness of cultural and ethnic diversity within our society, while recognising the similarity of activities, interests and aspirations of different people;
- tolerance toward people who hold different values and beliefs

## **HEALTH AND SAFETY**

(Also see health and Safety and Off Site Activity policy)

### **Local field work**

In geography, it is important that teachers should plan work that is suited to their own geographical environment and local opportunities. Fieldwork is firsthand experience and is an essential integral part of geographical place study.

The units are adapted to each year group's own needs. Teachers may wish to consider the extent to which firsthand experience is available to classes in the light of their response to the following questions:

- what safety aspects are involved in the visit?
- has a risk assessment been carried out that complies with the school's policy for visits?
- has the teacher undertaken a preliminary visit prior to the children's visit?
- what other resources are available locally? Is a visit or a visitor appropriate?
- what are the main physical and human features of the local area, and which aspects of the geographical themes can therefore be adequately covered by first hand study?
- how much fieldwork can realistically be undertaken? Will this require a visit of an hour, a half-day or a whole day visit, or even residential fieldwork in the UK?
- which aspects of the geographical themes can be adequately and safely covered by first hand study in the local area?
- are there sufficient adults available to supervise children on visits?

## **WORK AT HOME**

Many units provide opportunities for teachers to set worthwhile tasks that can be completed outside formal teaching time sometimes with parental involvement. Suitable tasks to set include:

- finding out more about the topics in the units;
- asking children to apply the new ideas they encounter to their own life experience;
- collecting data and information.

Children could also be given opportunities to practice some of the skills of investigative work e.g. thinking about questions to ask about a topic, and ways of finding out the answers.

## **RESOURCE MANAGEMENT**

A list will be kept on file.

## **ROLE OF THE CO-ORDINATOR**

The role of the geography coordinator is to:

- coordinate the teaching of Geography within school
- monitor the use of the policy and scheme of work
- monitor and maintain resources for in use in school
- provide information for the school development plan
- support staff and inform them of courses and developments in geography

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