

**Geography**

The study of geography stimulates an interest in and a sense of wonder about places. It helps young people make sense of a complex and dynamically changing world. It explains where places are, how places and landscapes are formed, how people and their environment interact, and how a diverse range of economies, societies and environments are interconnected. It builds on pupils' own experiences to investigate places at all scales, from the personal to the global (Department for Education).

Introduction

This policy outlines the teaching, organisation and management of geography taught and learnt at Queensway Primary School, Banbury.

This policy has been drawn up as a result of staff discussion and has the full agreement of the Governing body. The implementation of this policy is the responsibility of all teaching staff.

At Queensway School we aim to:

Provide a high-quality geography education to 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, physical and human environments. 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 provides the tools and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time. Teaching should develop children's knowledge and awareness about the vulnerability and issues facing different environments around the world and the possibilities for positive environmental management. Children will discover how we, as humans, have shaped the world, which in turn should help them to develop positive attitudes and behaviours towards the environment, an understanding of how to make more sustainable lifestyle choices and gain a sense of personal, environmental responsibility.

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

- Develop contextual knowledge of the location of places, seas and oceans, including their defining physical and human characteristics.
- 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 and writing at length.

Through Geography we can:

- Improve pupils' skills in literacy, numeracy and ICT
- Develop pupils' thinking skills
- Provide wider opportunities for reading throughout the curriculum
- Promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues.
- Promote children's awareness of environmental issues
- Develop children as active citizens.

Teaching and learning

Geography is a foundation subject in the National Curriculum. At Queensway Primary School, the teaching of geography will be in line with the teaching and learning policy.

Teaching should ensure that 'geographical enquiry and skills' are used when developing 'knowledge and understanding of places, patterns and processes', and 'environmental change and sustainable development'.

This will be achieved by:

- Each year group will teach at least one unit each year which is predominantly geographically based in a year. The school has an agreed long term curriculum plan although the class teacher is responsible for producing medium term plans relating to this.
- Key questions could be used to direct pupils' thinking/enquiry.
- The use of resources and activities will be varied to ensure each pupil can learn effectively, including those with Special educational needs and those on the Gifted and Talented register.
- Promoting mutual respect and tolerance for all cultures.

During **Foundation Stage**, opportunities are provided for the children to find out about their local environment and beyond, within the Understanding the World area of the Foundation Stage curriculum

At **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 locational awareness.

Pupils should be taught to:

Location knowledge

- 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
- 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 contrasting non-European country

Human and physical geography

- 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, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- 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 (e.g. 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.

Awareness of environmental issues

- Understand issues facing the local environment
- Explain how to make sustainable lifestyle choices
- Develop positive attitudes towards preserving and improving the environment

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 tools and skills to enhance their locational and place knowledge.

Pupils should be taught to:

Location 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

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 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.

Awareness of environmental issues

- Understand issues facing the local environment, extending to an understanding of global environmental issues
- Explain the impact of human behaviour upon the wider environment and how to make sustainable lifestyle choices
- Develop positive attitudes and behaviours towards preserving and improving the environment

ICT

Teachers ensure that pupils have the opportunities to make use of ICT and apply their developing skills with computers in a range of ways in their geography work. Teachers may also use ICT as a tool for teaching aspects of the geography curriculum.

Monitoring, Evaluation and Review

In collaboration with the Head teacher the subject leader is responsible for an annual action plan for geography to allow for development of the subject. Work produced by the children will be assessed, scrutinised and monitored in line with the Teaching and Learning Policy and Marking Policy.

Review

This policy will be reviewed every three years by the appropriate governing body sub-committee. Any alterations will be ratified by the full Governing Body.

Ratified by governors on	Review date
Chair of Governors	Date
Head Teacher	Date