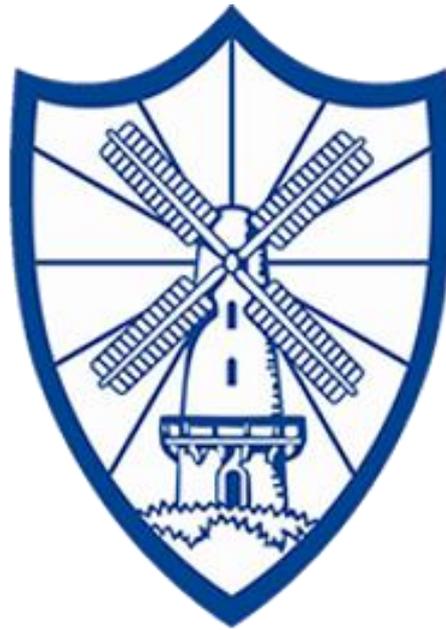




Meopham Community Academy



Enjoy, Learn, Aspire

Geography Policy

This policy was reviewed by: Sally Amor, Humanities Subject Leader
Date: November 2017
Approved by Governors: November 2017
Next Review Date: November 2019

Rationale

Geography is about people, places and the processes that affect each of these. Geographical studies enable children to make sense of their surroundings and gain a greater understanding of daily life at local, regional, national and global levels. Geography is taught to help pupils develop a sense of identity through learning about people and places. Through embedding geography in the creative curriculum, children recognise the meaning in what they are being taught and can make links between geography and a wide range of other subjects.

Aims

These aims are related to the Academy's planning schemes and form the basis of evaluation and assessment. They are based on the National Curriculum key elements and attainment targets.

Geography should:

- stimulate pupils' interest in their surroundings and the variety of physical and human conditions on the earth's surface
- help pupils to develop a concern and awareness about the quality of the environment
- enhance pupils' sense of responsibility for the care of the earth and its inhabitants
- develop children's understanding of the concepts of physical processes, location, place, direction, distance and accessibility
- develop children's skills of first hand observations and measurement, recording observations, recognizing change and patterns, using and producing maps, studying atlases and globes and interpreting photographs
- enable children to construct a framework of knowledge about their local area, their own country and other parts of the world which will allow them to place information within appropriate geographical contexts
- be enjoyable and interesting
- encourage children to use a range of vocabulary when talking about their surroundings and the surroundings of others.
- broaden children's understanding of how the geographic process affects us and develop creative thinking e.g What would the future look like if...
- be relevant, with flexibility in the curriculum to use current phenomenon into topic subject (e.g Tsunami)
- teach children how different cultures adapt and thrive in extreme environments through resourceful intellect
- encourage children to take an interest in and responsibility for resources, wastefulness and sustainability

Curriculum Coverage and Progression

Foundation stage

The children will develop concepts and skills through the Early Learning Goals in their curriculum guidance.

Key Stage One

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:

Locational knowledge

- Name and locate the world's 7 continents and 5 oceans
- Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- 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
- Use basic geographical vocabulary to refer to 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 (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 the school and its grounds and the key human and physical features of its surrounding environment.

Key Stage Two

An 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

Pupils should extend their knowledge and 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 night and day).

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 in 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.
- Describe and understand key aspects of 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 world 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 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.

Assessment

Assessment in the Foundation Stage is through observation and discussions with the children and is gauged against the Early Learning Goals and the relevant points in the Foundation Stage Profile.

For Key Stages One and Two, teachers record children's knowledge and understanding of each study unit using the Academy's foundations subject assessment sheet, noting down children who have achieved the expected requirements of the topic, those who have exceeded them and those who have emerging knowledge and understanding.

Monitoring

Monitoring will be carried out by the Geography Subject Leaders. This will be carried out through book and planning monitoring and through talking to the children. This will be reported to the Leadership Team and the Governors will also be informed.

Learning Styles and the Learning Environment

Teachers will follow the Academy's guidelines on the teaching and learning cycle. There should be a teaching focus on developing children's self-evaluation skills to enable the children to become competent at evaluating evidence and questioning.

A variety of teaching approaches will be used at all levels. These will be supported through a wide range of sources, including books, maps, globes, documents, pictures, photographs, artefacts, music, visits and visitors.

Children will be engaged in a variety of investigative activities. Investigation, research and enquiry will be the predominant teaching and learning styles, placing emphasis on the children's abilities to ask geographical questions.

In order to break down some of the barriers that may constrain very able children, teaching and learning experiences should encourage all of the children to think creatively, explore and develop ideas and to try different approaches. Each enquiry will start from a question and all children should be encouraged to set their own questions, offer ideas, suggest solutions or explanations and reflect on what they have heard, seen or done in order to clarify their thoughts.

Inclusion and Equal Opportunities

Delivery of this subject follows the school policy on Inclusion. Equal opportunities are given to all children, whatever their age, gender, ethnicity, attainment and background. The teaching and learning, achievements, attitudes and well-being of every child matters, taking into account their varied life experiences and needs. All pupils have access to all areas of the curriculum. We monitor the progress of each child through agreed assessment procedures.

We pay attention to the provision made for different groups of pupils within the school:

- girls and boys
- minority ethnic and faith groups; travellers, asylum seekers and refugees
- pupils who need support to learn English as an additional language
- pupils with special educational needs
- gifted and talented pupils
- children 'looked after' by the local authority
- other children, such as sick children; young carers; those from families under stress; pregnant school girls
- any pupils who are at risk of disaffection and exclusion

We promote the participation and success of these groups of pupils and make sure that they are not disadvantaged in their learning. We identify pupils who are underachieving or seem disengaged. We actively promote respect and understanding in a diverse society.

To overcome any potential barriers to learning in geography some pupils may require:

- support to enable them to be included and participate in geography fieldwork. All children should be included in geography field trips and outings.

- support to compensate for difficulties in managing visual information and other visual resources (for example, access for colour-blind pupils to OS maps or satellite images).
- help to observe and gain understanding about geographical features and the environment where, because of the visual or multi-sensory impairment or mobility difficulties, they are unable to gain incidental learning of the wider world and the environment.

In assessment when judgments against level descriptors are required, these should, where appropriate, allow for the provision above.

It is important that teachers have high expectations of children who are gifted in geography and for classroom activities to provide opportunities for gifted children to develop and apply their particular capabilities. A variety of strategies can be used to enrich and extend the curriculum for children who are gifted in geography by:

- Giving them a further enquiry question to deepen their understanding.
- Providing opportunities for them to carry out geographical enquiries by drawing together information from a range of sources and then encouraging them to decide which sources are most useful and why.
- Providing opportunities to follow their own enquiry questions.
- Linking the child with an expert in local geography or an expert in the topic they are studying.
- Providing presentation opportunities.
- Taking time to discuss issues with gifted children, in order to challenge their assumption and develop their thinking.
- Avoid giving them additional written tasks, encouraging them to communicate their understanding in a variety of ways of their choice.

Cross-curricular Skills and Links

Geography pervades every aspect of our lives and cultures. It is present in every part of the curriculum.

Health and Safety

All teaching and learning follows the Academy's Health and Safety policy. All outings will abide by the Academy's policies, in particular the school's Educational Visits Policy.

Review

The Geography coordinator produces a subject improvement plan annually, completed by the end of July of each academic year.