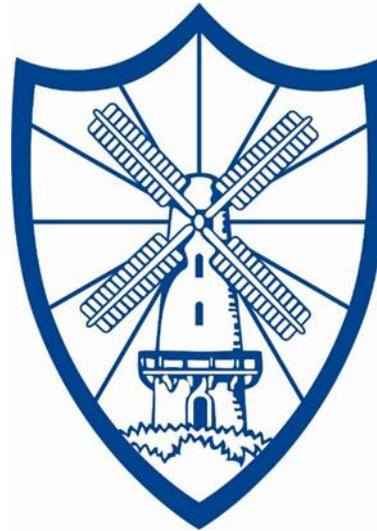




# Meopham Community Academy



## Geography Policy

This policy was reviewed by: Paul Hale
Date: January 2020
Next Review Date: January 2022

## Subject – Geography

At Meopham Community Academy we believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world.

### Curriculum Intent:

- To progressively develop the key skills and knowledge children need for everyday life.
- To encourage to develop a greater understanding and knowledge of the world, as well as their place in it.
- To develop knowledge and skills that are transferable to other curriculum areas and which can and are used to promote their spiritual, moral, social and cultural development.
- 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.
- 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.
- To enable these outcomes our Geography curriculum is designed to be:
  - Engaging and accessible to all learners
  - Relevant to the needs of each cohort and our local community
  - Practical, and for Geography to be integrated into different subject areas.

### Character Development through Geography

Our Geography curriculum at Meopham Community Academy will enable children to develop the following character traits throughout their seven years at MCA:

- **Spiritual:** to reflect on their own values and beliefs, and those of others as well as to explore their own feelings about the people, places and environments they are learning about.
- **Moral:** Become honest, respectful and caring citizens of our environment.
- **Social:** Develop social skills, including: communication, collaboration, determination and working collaboratively in fieldwork.
- **Cultural:** Learn about the characteristics of their local area, and why it is like that, and contrast where they live with more distant localities, in this country and abroad. A sense of place requires a knowledge and understanding of the cultural traditions of the people who live there
- **Knowledge:** Become independent, resilient and resourceful in their use of their knowledge learnt and retain key facts and figures.
- **Skills:** Encourage and develop creativity, problem-solving and evaluation skills
- **British Values:** To show respect for and tolerance of other cultures and their values by learning about people and their cultures in Britain, Europe and the Americas. To show respect for each other by listening attentively to others' presentations and to plan and work collaboratively on group projects.

## Enrichment

- Residential visits
- Day trips and visits
- Local community visits
- Visiting professionals e.g. Year 3 rock study with Andrew Berry
- Use of school grounds
- Using data loggers

## Curriculum Implementation

- The geography curriculum in KS1/2 is delivered through individual lessons but also through topics with different subject areas as appropriate.
- Teachers have identified the key knowledge and skills of each blocked topic and consideration has been given to ensure progression across topics throughout each year group across the school.
- Each Year Group ensures their lessons are appropriate to the needs and interests of their cohorts.
- 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.
- Each term has a different overarching topic - ; this is linked to the national curriculum programme of study.
- 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, with strong links between geography and morning literacy lessons identified, planned for and utilised.
- The local area is fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice.
- A scheme of work is used alongside own year group planning to ensure consistency in year groups.
- A monitoring schedule is in place and an overview to ensure progression and consistency.

## Impact

- Outcomes in topic and English books, evidence a broad and balanced geography curriculum and demonstrate children's acquisition of identified key knowledge.
- Children review their successes in achieving the lesson intentions at the end of every session and are actively encouraged to identify their own target areas, with these being identified, shared and verified by teachers as necessary.
- Children also record what they have learned comparative to their starting points at the end of every topic.
- As children progress throughout the school, they develop a deep knowledge, understanding an appreciation of their local area and its place within the wider geographical context.
- Geographical understanding, as well as children's spiritual, moral, social and cultural development is further supported by the school's links with a partner school Itolwa.
- Children are able to learn about careers related to geography from members of the local and wider community with specialist skills and knowledge, ensuring that they are well prepared for the next steps of their education.

## National Curriculum Requirements of Geography 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

### **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
  - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

## National Curriculum Requirements of Geography at Key Stage 1

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Pupils should be taught to (continued):

### **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.

## Knowledge, Skills and Understanding breakdown for Geography

### Year 1

Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
<ul style="list-style-type: none"> <li>• Can they say what they like about their locality?</li> <li>• Can they sort things they like and don't like?</li> <li>• Can they answer some questions using different resources, such as books, the internet and atlases?</li> <li>• Can they think of a few relevant questions to ask about a locality?</li> <li>• Can they answer questions about the weather?</li> <li>• Can they keep a weather chart?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they tell someone their address?</li> <li>• Can they explain the main features of a hot and cold place?</li> <li>• Can they describe a locality using words and pictures?</li> <li>• Can they explain how the weather changes with each season?</li> <li>• Can they name key features associated with a town or village, e.g. 'church', 'farm', 'shop', 'house'?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they begin to explain why they would wear different clothes at different times of the year?</li> <li>• Can they tell something about the people who live in hot and cold places?</li> <li>• Can they explain what they might wear if they lived in a very hot or a very cold place?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they identify the four countries making up the United Kingdom?</li> <li>• Can they name some of the main towns and cities in the United Kingdom?</li> <li>• Can they point out where the equator, north pole and south pole are on a globe or atlas?</li> </ul>

### Year 1 (Challenging)

<ul style="list-style-type: none"> <li>• Can they answer questions using a weather chart?</li> <li>• Can they make plausible predictions about what the weather may be like later in the day or tomorrow?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they name key features associated with a town or village, e.g. 'factory', 'detached house', 'semi-detached house', 'terrace house'?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they name different jobs that people living in their area might do?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they name a few towns in the south and north of the UK?</li> </ul>
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# Knowledge, Skills and Understanding breakdown for Geography

## Year 2

Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
<ul style="list-style-type: none"> <li>• Can they label a diagram or photograph using some geographical words?</li> <li>• Can they find out about a locality by using different sources of evidence?</li> <li>• Can they find out about a locality by asking some relevant questions to someone else?</li> <li>• Can they say what they like and don't like about their locality and another locality like the seaside?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they describe some physical features of their own locality?</li> <li>• Can they explain what makes a locality special?</li> <li>• Can they describe some places which are not near the school?</li> <li>• Can they describe a place outside Europe using geographical words?</li> <li>• Can they describe some of the features associated with an island?</li> <li>• Can they describe the key features of a place, using words like, beach, coast forest, hill, mountain, ocean, valley?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they describe some human features of their own locality, such as the jobs people do?</li> <li>• Can they explain how the jobs people do may be different in different parts of the world?</li> <li>• Do they think that people ever spoil the area? How?</li> <li>• Do they think that people try to make the area better? How?</li> <li>• Can they explain what facilities a town or village might need?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they name the continents of the world and find them in an atlas?</li> <li>• Can they name the world's oceans and find them in an atlas?</li> <li>• Can they name the major cities of England, Wales, Scotland and Ireland?</li> <li>• Can they find where they live on a map of the UK?</li> </ul>

## Year 2 (Challenging)

<ul style="list-style-type: none"> <li>• Can they make inferences by looking at a weather chart?</li> <li>• Can they make plausible predictions about what the weather may be like in different parts of the world?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they find the longest and shortest route using a map?</li> <li>• Can they use a map, photographs, film or plan to describe a contrasting locality outside Europe?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they explain how the weather affects different people?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they locate some of the world's major rivers and mountain ranges?</li> <li>• Can they point out the North, South, East and West associated with maps and compass?</li> </ul>
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# Weaving Geographical Knowledge, Skills and Understanding into the new National Curriculum

**Key Stage 2:  
Geography**



## National Curriculum Requirements of Geography at 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

## National Curriculum Requirements of Geography at 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:

### **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 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.

## Knowledge, Skills and Understanding breakdown for Geography

### Year 3

Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
<ul style="list-style-type: none"> <li>• Do they use correct geographical words to describe a place and the events that happen there?</li> <li>• Can they identify key features of a locality by using a map?</li> <li>• Can they begin to use 4 figure grid references?</li> <li>• Can they accurately plot NSEW on a map?</li> <li>• Can they use some basic OS map symbols?</li> <li>• Can they make accurate measurement of distances within 100Km?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they use maps and atlases appropriately by using contents and indexes?</li> <li>• Can they describe how volcanoes are created?</li> <li>• Can they describe how earthquakes are created?</li> <li>• Can they confidently describe physical features in a locality?</li> <li>• Can they locate the Mediterranean and explain why it is a popular holiday destination?</li> <li>• Can they recognise the 8 points of the compass (N,NW, W, S, SW, SE, E, NE)?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they describe how volcanoes have an impact on people's lives?</li> <li>• Can they confidently describe human features in a locality?</li> <li>• Can they explain why a locality has certain human features?</li> <li>• Can they explain why a place is like it is?</li> <li>• Can they explain how the lives of people living in the Mediterranean would be different from their own?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they name a number of countries in the Northern Hemisphere?</li> <li>• Can they locate and name some of the world's most famous volcanoes?</li> <li>• Can they name and locate some well-known European countries?</li> <li>• Can they name and locate the capital cities of neighbouring European countries?</li> <li>• Are they aware of different weather in different parts of the world, especially Europe?</li> </ul>

### Year 3 (Challenging)

<ul style="list-style-type: none"> <li>• Can they work out how long it would take to get to a given destination taking account of the mode of transport?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they explain why a locality has certain physical features?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they explain how people's lives vary due to weather?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they name the two largest seas around Europe?</li> </ul>
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# Knowledge, Skills and Understanding breakdown for Geography

## Year 4

Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
<ul style="list-style-type: none"> <li>• Can they carry out a survey to discover features of cities and villages?</li> <li>• Can they find the same place on a globe and in an atlas?</li> <li>• Can they label the same features on an aerial photograph as on a map?</li> <li>• Can they plan a journey to a place in England?</li> <li>• Can they accurately measure and collect information (e.g. rainfall, temperature, wind speed, noise levels etc.)?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they describe the main features of a well-known city?</li> <li>• Can they describe the main features of a village?</li> <li>• Can they describe the main physical differences between cities and villages?</li> <li>• Can they use appropriate symbols to represent different physical features on a map?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they explain why people are attracted to live in cities?</li> <li>• Can they explain why people may choose to live in a village rather than a city?</li> <li>• Can they explain how a locality has changed over time with reference to human features?</li> <li>• Can they find different views about an environmental issue? What is their view?</li> <li>• Can they suggest different ways that a locality could be changed and improved?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they locate the Tropic of Cancer and the Tropic of Capricorn?</li> <li>• Do they know the difference between the British Isles, Great Britain and UK?</li> <li>• Do they know the countries that make up the European Union?</li> <li>• Can they name up to six cities in the UK and locate them on a map?</li> <li>• Can they locate and name some of the main islands that surround the UK?</li> <li>• Can they name the areas of origin of the main ethnic groups in the UK &amp; in their school?</li> </ul>

## Year 4 (Challenging)

<ul style="list-style-type: none"> <li>• Can they give accurate measurements between 2 given places within the UK?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they explain how a locality has changed over time with reference to physical features?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they explain how people are trying to manage their environment?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they name the counties that make up the home counties of London?</li> <li>• Can they name some of the main towns and cities in Yorkshire and Lancashire?</li> </ul>
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## Knowledge, Skills and Understanding breakdown for Geography

### Year 5

Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
<ul style="list-style-type: none"> <li>• Can they collect information about a place and use it in a report?</li> <li>• Can they map land use?</li> <li>• Can they find possible answers to their own geographical questions?</li> <li>• Can they make detailed sketches and plans; improving their accuracy later?</li> <li>• Can they plan a journey to a place in another part of the world, taking account of distance and time?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they explain why many cities of the world are situated by rivers?</li> <li>• Can they explain how a location fits into its wider geographical location; with reference to physical features?</li> <li>• Can they explain how the water cycle works?</li> <li>• Can they explain why water is such a valuable commodity?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they explain why people are attracted to live by rivers?</li> <li>• Can they explain how a location fits into its wider geographical location; with reference to human and economical features?</li> <li>• Can they explain what a place might be like in the future, taking account of issues impacting on human features?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they name and locate many of the world's major rivers on maps?</li> <li>• Can they name and locate many of the world's most famous mountain regions on maps?</li> <li>• Can they locate the USA and Canada on a world map and atlas?</li> <li>• Can they locate and name the main countries in South America on a world map and atlas?</li> </ul>

### Year 5 (Challenging)

<ul style="list-style-type: none"> <li>• Can they work out an accurate itinerary detailing a journey to another part of the world?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they explain what a place (open to environmental and physical change) might be like in the future taking account of physical features?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they report on ways in which humans have both improved and damaged the environment?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they begin to recognise the climate of a given country according to its location on the map?</li> </ul>
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# Knowledge, Skills and Understanding breakdown for Geography

## Year 6

Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
<ul style="list-style-type: none"> <li>• Can they confidently explain scale and use maps with a range of scales?</li> <li>• Can they choose the best way to collect information needed and decide the most appropriate units of measure?</li> <li>• Can they make careful measurements and use the data?</li> <li>• Can they use OS maps to answer questions?</li> <li>• Can they use maps, aerial photos, plans and web resources to describe what a locality might be like?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they give extended descriptions of the physical features of different places around the world?</li> <li>• Can they describe how some places are similar and others are different in relation to their human features?</li> <li>• Can they accurately use a 4 figure grid reference?</li> <li>• Can they create sketch maps when carrying out a field study?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they give an extended description of the human features of different places around the world?</li> <li>• Can they map land use with their own criteria?</li> <li>• Can they describe how some places are similar and others are different in relation to their physical features?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they recognise key symbols used on ordnance survey maps?</li> <li>• Can they name the largest desert in the world?</li> <li>• Can they identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles?</li> <li>• Can they explain how the time zones work?</li> </ul>

## Year 6 (Challenging)

<ul style="list-style-type: none"> <li>• Can they define geographical questions to guide their research?</li> <li>• Can they use a range of self selected resources to answer questions?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they plan a journey to another part of the world which takes account of time zones?</li> <li>• Do they understand the term sustainable development? Can they use it in different contexts?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they explain how human activity has caused an environment to change?</li> <li>• Can they analyse population data on two settlements and report on findings and questions raised?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they name and locate the main canals that link different continents?</li> <li>• Can they name the main lines of latitude and meridian of longitude?</li> </ul>
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