



St. James' C of E Primary School

Geography Policy

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1. Introduction

Geography is concerned with the study of places and the human and physical processes which shape them. It is an important foundation subject for children to understand why things happen in their surroundings and in the wider world, to appreciate the similarities and differences and the reasons for them.

2. Aims

The study of geography at St. James' School will aim to develop:

- An interest and understanding for the natural and built environment, beginning at local levels and developing to studies at regional, national and global levels.
- A concerned awareness and sensitivity towards the environment.
- A respect for the different ways in which people live.
- An appreciation of the various views and values held by other people.
- The skills and confidence to undertake investigation, problem solving and decision making.

3. Roles and Responsibilities

The roles and responsibilities with regard to Geography are as follows:-

The Headteacher & SMT are responsible for -

- ensuring there is a shared vision for Geography within the school
- ensuring consistent implementation of Geography Policy

The Geography Co-ordinator is responsible for -

- the day-to-day implementation of the Geography Policy and aspects of the Geography development plan as well as the implementation of a Geography scheme of work
- reviewing the Geography Policy
- geography monitoring which includes classroom observations, scrutiny of work and planning and discussions with pupils
- co-ordinating the integration of Geography into the curriculum, ensuring continuity and progression throughout the year groups and assessment of Geography across the school
- co-ordinating training for staff to raise awareness, build on experience and develop confidence

- co-ordinating the purchase and allocation of Geography resources depending on budget priorities

Teachers are responsible for -

- Planning of lessons using the Key Skillsⁱ
- the assessment of pupils
- meeting the statutory requirements
- curriculum development
- implementing the health and safety policy and practiceⁱⁱ

4. Teaching and Learning

Geography is a foundation subject in the National Curriculum. The fundamental knowledge, skills and understanding of the subject are set out in the National Curriculum programmes of study. The teaching of Geography at St James adheres to the National Curriculum Programmes of study and incorporates a progression of key skills throughout the school.

Throughout the school, geography will be taught through a combination of practical and researched activities, which seek to use the experiences of the children and to both extend those and introduce new ones. The study of geography should be a balance of geographical enquiry and skills, and an in-depth understanding and knowledge of places and of patterns and processes; knowledge and understanding of environmental change and sustainable developmentⁱⁱⁱ.

- **Curriculum Planning**

Planning for geography and the development of geographical skills is undertaken as part of the planning of the whole curriculum. At both KS1 and KS2 a topic based approach is used and links are made with other subjects. EYFS builds geographical skills into their curriculum and reports on it through their statutory methods.

See appendix 1 for an overview of topics studied in each year group.

- **Assessment**

The school will monitor and assess children's attainment and achievement by teacher planning and observation. Written work produced by the children will be assessed by the teachers to monitor progress against the objectives. Children will be involved in assessing their own work so that they can understand better their own strengths and needs, and gain a feeling of self-confidence by an increased awareness of their own knowledge and understanding. Assessment has been incorporated into the school's medium term plans and is based on the key skills taught in each unit of work, staff assess three to four objectives per year and also map coverage of all objectives.

- **Resources**

As a school we use a variety of resources which can be used for the teaching of geography. These can be located in the resource area upstairs.

5. Special Needs^{iv}

Planning will provide differentiation for the inclusion of pupils of varying abilities. Differentiation in terms of learning objectives, tasks, teaching methods and resources will be planned for children with special educational needs. This will be done by using diverse open-ended tasks and graded activities. We aim to ensure that all pupils reach their potential in geography according to their individual needs. Tasks will be offered that will demonstrate and facilitate progress.

6. Gifted and Talented^v

Exceptionally able pupils need to be challenged by making greater use of intellectually demanding activities and the expectation of more general knowledge and abstract ideas and more precision in practical and intellectual tasks.

7. Equal Opportunities^{vi}

The National Curriculum states that all pupils should be given opportunities to investigate the quality of their physical and human environment, develop geographical skills, extend their knowledge of places and pursue thematic studies.

Equal opportunities will be provided for all pupils and the study of Geography will help children build an informed and balanced view of the multi-cultural world in which they live and their place in it. By studying a range of cultures, children will see the different roles males and females have in different societies and understand that the roles of men and women are changing.

8. Health and Safety

When organising work, which takes place away from school site, teachers will refer to the school's policy, 'Organising Educational Visits' which is based on DfE and Local authority guidance. Advice given on minimum staff levels, group size, safety equipment and how to organise fieldwork can be found in the document.^{vii}

9. Review and Monitoring of policy

This policy has been developed through discussion with the teaching staff and governing body. It will be updated in line with new initiatives and changes to the curriculum. The implementation of this policy will be monitored by the Geography Coordinator.

References:

- i. See document 'A Skills Based Curriculum' by Chris Quigley
- ii. Health and Safety Policy
- iii. Teaching and Learning Policy
- iv. SEND Policy
- v. G&T Policy
- vi. Equal opportunities Policy
- vii. Organisation of Educational Visits

	Skills	Location Knowledge	Place Knowledge	Human & Physical Knowledge
Year 1	<p>Can I use a map, atlas and globe accurately to find the countries of the UK?</p> <p>Can I use a map, atlas and globe accurately to find the continents and oceans?</p>	<p>Can I name , locate and identify characteristics of the four countries and capital cities of the UK?</p> <p>Can I locate and identify characteristics of the UK's surrounding Seas?</p>	<p>Can I understand geographical similarities and differences of a small area – human and physical geography?</p>	<p>Can I understand basic geographical vocabulary?</p> <ol style="list-style-type: none"> 1. Physical features 2. Key human features
Year 2	<p>Can I use aerial photos to recognise landmarks and basic human and physical features?</p> <p>Can I create a map and label it with basic symbols in a key?</p> <p>Can I explain all the key human and physical features of our school and its surrounding areas?</p>	<p>Can I name and locate the worlds seven continents and five oceans?</p>	<p>Can I understand geographical similarities and differences of a small area – human and physical geography. As Year 1 but with a small area of a contrasting non-european country?</p>	<p>Can I identify daily and seasonal weather patterns in the UK?</p> <p>Can I locate hot and cold areas around the world in relation to the equator and the North and South Pole?</p>

Year 3	<p>Can I locate a city, region, country, continent and ocean(s) within Europe on a map?</p> <p>Can I read and write 4 figure grid references on an OS map?</p> <p>Can I use the 4 points of a compass?</p> <p>Can I use locational language to describe the relationships between places?</p> <p>Can I represent the local area using a map to show the human and physical features?</p>	<p>Can I name and locate cities and countries within Europe?</p> <p>Can I describe the differences between cities, towns, villages and hamlets (urban and rural)?</p> <p>Can I describe the difference between physical and human features?</p> <p>Can I describe the contours of key area(s) within England?</p>	<p>Can I compare the differences and similarities between physical and human geography in the UK and France?</p>	<p>Can I describe physical geography?</p> <p>Can I understand the water cycle?</p>
Year 4	<p>Can I locate a city, region, country, continent and ocean(s) within Europe on a (digital) map?</p> <p>Can I read and write 4 figure grid references on an OS map?</p> <p>Can I use the 4 points of a compass?</p> <p>Can I represent the local area using a digital map to communicate the human and physical features?</p>	<p>Can I name and locate cities and countries within Europe, including Russia.</p> <p>Can I describe similarities and differences between physical and human features?</p> <p>Can I describe the contours of key area(s) within England (hills, mountains, coasts and rivers)?</p> <p>Can I describe how land use has changed over time?</p>	<p>Can I compare the differences and similarities between physical and human geography in the UK and European region?</p>	<p>Can I describe physical geography?</p> <p>Can I understand how rivers work?</p> <p>Can I explain the water cycle?</p> <p>Can I understand and explain how volcanoes work?</p> <p>Can I understand and explain how and why earthquakes happen?</p>

Year 5	<p>Can I locate a city, region, country, continent and ocean(s) within South America on a (digital) map?</p> <p>Can I read and write 4 and 6 figure grid references, with the relevant symbols, on an OS map?</p> <p>Can I use the 8 points of a compass?</p> <p>Can I represent the local area using a digital map and graphs to communicate the human and physical features?</p>	<p>Can I name and locate cities and countries within Europe, including Russia and South America.</p> <p>Can I describe similarities and differences between physical and human features?</p> <p>Can I identify the position, significance of latitude and longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctica?</p>	<p>Can I compare the differences and similarities between physical and human geography of a region in South America?</p>	<p>Can I describe climate zones?</p> <p>Can I understand the function of biomes and vegetation belts?</p> <p>Can I explain how rivers work?</p> <p>Can I explain the features of mountains?</p>
Year 6	<p>Can I locate a city, region, country, continent(s) and ocean(s) within North America (and the wider world) on a (digital) map?</p> <p>Can I read and write 4 and 6 figure grid references, with the relevant symbols, on an OS map?</p> <p>Can I use the 8 points of a compass?</p> <p>Can I analyse and represent the local area using a digital map and graphs to communicate the human and physical features?</p>	<p>Can I name and locate cities and countries within Europe, including Russia and South and North America.</p> <p>Can I describe similarities and differences between physical and human features?</p> <p>Can I identify the position, significance of latitude and longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctica, the Greenwich Meridian, time zones?</p>	<p>Can I compare the similarities and differences between physical and human geography about a region in North America?</p>	<p>Can I explain how land is used within settlements and why?</p> <p>Can I identify settlement patterns?</p> <p>Can I understand how and why countries trade natural resources?</p>
