



CHINLEY PRIMARY SCHOOL

GEOGRAPHY POLICY

INTRODUCTION

This policy reflects the school's values and philosophy in relation to the teaching and learning of Geography at Chinley Primary School.

AIMS

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

- develop contextual knowledge of the location of globally significant places, 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 fieldwork experience that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

CURRICULUM DELIVERY

The teaching of Geography is divided into four different areas (see Appendix 2 for extra content detail);

- Locational knowledge (where places are)
- Place knowledge (human & physical geography of one area contrasted with another)
- Human and physical geography (describe key aspects eg weather & climate, geographical features of a landscape, human settlement, economic activity)
- Geographical skills and fieldwork

It is taught as a discrete subject or within an integrated / topic approach, linking with history, literacy, ICT, PHSE, art, drama, dance and music, as well as mathematics and science. The skills needed to develop geographical investigation are drawn from other curriculum areas, particularly the specialized sciences and ICT. It is viewed as an integral and essential component of the whole curriculum.

The EYFS plan their activities from the 'Understanding the World' objectives / targets in the Early Years Curriculum. They also aim to encourage the children in playing and exploring their environment (engagement), in active learning (motivation), and in creating and thinking critically.

Teachers make long-term, medium-term and individual lesson plans, following the National Curriculum guidelines. The topics are:

Year group	Autumn	Spring	Summer
Nursery	UW topics in Year A: All about me Festivals & Celebrations	UW topics in Year A: People who help us Colours UW topics in Year B:	UW topics in Year A: Rumble in the jungle The Seaside UW topics in Year B:



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	UW topics in Year B: Favourite stories Festivals	Houses & Homes Spring	Minibeasts Holidays
Reception	UW topics: All about me Terrific Tales (Including Harvest Remembrance Day Christmas)	UW topics: Amazing Animals Come Outside! (Including Easter)	UW topics: Ticket to Ride Fun at the Seaside
Year 1	What is Geography? Where and how do we live on planet Earth?	'From Here to There' – geographical skills and fieldwork	Hey Ho Mexico!
Year 2	Planet Protectors - Climate change & environmental focus	Worldwide Wanderers - Name and locate the world's seven continents and five oceans Capital cities around the World Study of non- European countries	Room on a Broom – mapwork skills Amazon Rainforest
Year 3	Volcanoes	Map skills	World, Europe and UK – continents, countries, counties, oceans, mountains & major rivers.
Year 4	World map studies; countries, regions, Equator, Arctic, Antarctic, latitude, longitude, contours and points of compass	Local study Castleton settlement over time, development, infrastructure, resources for today	Peru, South America, in comparison to Castleton – development, people, settlement, infrastructure, resources. Climate zones. Mapwork
Year 5	Epic Explorers (focusing on Scott and Hillary) Extreme climates – cold Human - Inuit	Human geographical development of the British Isles	Earth and Space (link to science) Extreme Earth – earthquakes, volcanoes, tsunamis
Year 6	Deserts of the world with N. American focus		Skills and fieldwork – use maps, atlases, gloves & digital



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	Ancient Egypt		mapping 6 figure grid ref etc.
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*Any gaps in the curriculum map indicate that there is no subject coverage that term.

Teachers use a variety of primary and secondary resources including texts, artefacts, ICT, photographs, music, visits, novels and news items. Resources are regularly reviewed to ensure that materials used by the children are accurate and up to date. A file of useful information, leaflets and catalogues are kept in the Geography Co-ordinator's room (in cupboard). A full list of resources held in school is kept on file and is updated when necessary. Most Geography resources are kept in the classrooms.

Enrichment activities include visiting speakers, liaison with the local High School (Humanity Days), day visits and residential field trips (See Appendix 1).

DSEN AND EQUAL OPPORTUNITIES

Please refer to school policies for DSEN and Equal Opportunities (on school website or available from the school office).

ASSESSMENT

- Attainment targets. By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.
- The teachers complete an overview of coverage of the Curriculum 2014 Objectives twice a year. They assess children as, 'Working towards', 'Expected' or 'Working at greater depth', corresponding to the topics and objectives covered in that term. At a glance it will be possible to see the progress made by children and that the curriculum objectives have been covered. These are converted into % to compare with previous years.
- Teachers also highlight the Long-term Progressional Plan for Geography each year, to show what has been covered.
- Nursery and Reception children work towards objectives/targets in 'Understanding the World' from the EYFS Curriculum, and plan their activities from this. Children are expected to have reached the Early Learning Goal (ELG) by the end of the Reception year, but some will have progressed further and some not so far. The ELG is; 'Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.'
- Reports to parents are made verbally in Autumn and Spring parents' evenings, and a comment made on the written reports in Summer, describing each child's attitude, progress and understanding of the topics.
- Teachers gather formative and summative evidence of what individual pupils know and understand in history by observing them at work, listening to and discussing with them and evaluating any work produced. Children may also peer-mark and self-evaluate their work against given criteria.

MONITORING AND EVALUATION



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The monitoring of the standards of children's work and the quality of teaching in Geography is the responsibility of the Geography co-ordinator. Standards are monitored either by a topic book scrutiny and compared with literacy books, or by discussions with a small group of pupils in each class once a year. Attainment of geography objectives is completed by staff on the Geography objectives and assessment sheet, monitoring children's work against age-related expectations and literacy standards once or twice a year. The Long-term Progressional Plan is highlighted to show what has been covered each year. The co-ordinator supports colleagues in the teaching of history, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. A selection of high-quality work is photocopied each year and put in the subject leader's file. An Action Plan is made and reviewed annually, which reports on achievements and indicates areas for further improvement. The link history-geography governor is kept informed, and all is monitored by the Head Teacher.

LINK GOVERNOR ROLE

The role of the Link Governor is to support the subject leader through the monitoring of activities and to act as a point of contact for the subject leader. The Link Governor will receive updates on progress towards the action plan.

APPENDICIES

1. Enrichment activities taking place in Geography
2. National Curriculum 2014 guidelines for Geography, and EYFS Early Learning Goals

APPENDIX 1

Geography enrichment activities within school and visits outside school (2017-19)

<u>Year group</u>	<u>Activity</u>
Nursery	Local visits & walks
Reception	Chester Zoo (one-off visit) Autumn colour walk/Spring walk Local walks around village Chatsworth farm visit/Nativity Talks by parents about living in different countries
Year 1	Sea Life Centre and Lego Exhibition Chester Zoo (one-off visit) Talk from a Chinley resident about living in Chinley in the past Local walks Supermarket visit (Farm to Fork at Tesco's) (some years) Well dressing
Year 2	Sea Life Centre and Lego Exhibition Chester Zoo (one-off visit) Cracken Edge Walk, part of 'View from Above' topic (some years) Talk about exotic animals, or visit to Butterfly Farm, Sheffield (Rainforest topic, Summer 2)
Year 3	Stone Age Day (History Van) Supermarket visit (Food from around the World at Tesco's, part of science Grow Your Own topic) (some years)
Year 4	Castleton local history/Roman settlement residential field trip, Peveril Castle, archaeology, fossils, geology and keeping a blog of activities, Roman battle, build Roman siege engines Chapel High School Humanities morning (some years)



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Year 5	Water cycle talk (Alternate years)
Year 6	
Whole school / KS events	Charity days, Chinese New Year activities Global Learning Programme, Fair Trade (Lifeworld Learning) (KS2) (Some years) Global Market (some years)

APPENDIX 2

EYFS

Understanding the world, Early Learning Goals:

Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

National curriculum 2014 for Geography requires;

KS1

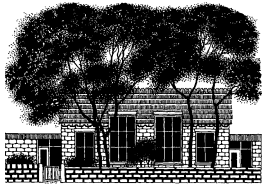
Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught:

Locational 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



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- 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 [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 their school and its grounds and the key human and physical features of its surrounding environment

KS2

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 knowledge, understanding and skills to enhance their locational and place knowledge.

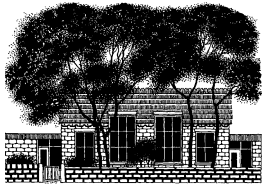
Pupils should be taught:

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 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



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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, 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.

Policy reviewed September 2020

Reviewed by Clare Ridgway

Approved by Governing Body: Minute number: CC08/210920a