



Upperby Primary School

Geography Policy



Introduction

The study of geography involves children and young people in exploring the relationship and interactions between people and the environments in which they live and upon which they depend.

Many of the children who now attend our school will live to see the next century and live in a world of 11 billion people. The many opportunities and challenges that will arise during their lifetime will be very much about geography – personal, local, national and global. From adapting and mitigating the impact of climate change to predicting natural hazards such as tsunami and earthquakes, to understanding the causes and effects of population migration around the world, our children will need to know about geography and to think like geographers. Geography helps to prepare them for life in the 21st century with all of its currently unknown possibilities.

In terms of what we teach in geography and how we encourage and support our children to learn the subject, we seek to develop young geographers who are able to make links and connections between the natural world and human activity and to understand the kind of questions geographers ask such as 'Why is this place like it is?' 'How is it changing?' and 'What will be the costs and benefits of these changes when they happen?' We need therefore to encourage children to learn their geography through big question led enquiries about topics, places, themes and issues which allow them sufficient scope and time to really engage in high order subject skills such as developing explanations (even though there are very often no answers to questions in geography), reaching conclusions, making judgements, evaluating, applying information learned in one context to another and generating their own ideas and questions to investigate through hypothesising.

Whilst knowing more subject information as children progress through the school is important we are careful in our planning to ensure that there is a balance between new content, the development of important subject skills and the ability of children to think critically about what they are learning and why.

Curriculum Entitlement

The aims of the geography curriculum are to ensure pupils:

- Develop contextual knowledge of the location of globally significant places.
- Understand the processes that give rise to key physical and human geographical features of the world.
- 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, numerical and quantitative skills and writing at length.

Key Stage 1

Pupils should be taught:

- Locational knowledge, including that of the world's seven continents and five oceans and the name, location and identity features of the four countries, oceans/seas and capital cities of the UK.
- Place knowledge, including geographical similarities and differences of a small area of the UK, and of a small area in a contrasting non-European country.
- Human and physical geography, including weather patterns in the UK, the location of hot and cold areas of the world in relation to the Equator and the North and South Poles, as well as basic geographical vocabulary.
- Geographical skills and fieldwork, including maps, atlases and globes to identify the UK and the countries, continents and oceans. Compass directions, the use of aerial photographs to devise a basic map with symbols and simple fieldwork and observational skills to study their local geography.

Key Stage 2

Pupils should be taught:

- Locational knowledge, including using maps to locate European countries outside of the UK; naming and locating counties and cities of the UK; geographical regions and their identifying characteristics; key topographical features and land-use patterns. The location and significance of the two Hemispheres, the Tropics of Cancer and Capricorn, and the Equator.
- Place knowledge, including the study of human and physical geography of one region in the UK, Europe and North or South America.
- Human and physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle and types of settlement and land use, economic activity and the distribution of natural resources.
- Geographical skills and fieldwork, including maps, atlases and globes and digital/computer mapping to locate countries. The eight points of a compass and four and six-figure grid references. Using a range of methods, including sketch maps, plans and graphs, and digital technologies, record the human and physical features in the local area.

Assessment, Recording and Reporting

Assessment forms part of the on-going process in the day to day work in the school. These assessments may be through observation, discussion, a piece of written work or art work. We use this information to inform our future planning. At the end of each term teachers record the children's progress using our foundation subject targets with b for below, e for exceeding and blank for on track. The coverage is highlighted and gaps addressed.

Twice a year meetings are held with parents to discuss each child's progress. Written reports are sent home once a year. This provides a written account to celebrate children's achievements, development and progress.

Differentiation

We recognise the fact that in our school there are children of a variety of abilities and we seek to provide suitable learning opportunities for all pupils by matching the challenge of the task to the ability of the child.

The Role of the Geography subject leader

The Geography subject leader is responsible for:

- Developing, resourcing and reviewing the school's Geography Policy.
- Supporting colleagues with planning and subject content of teaching programmes.
- Keeping staff informed of visits and courses.
- Facilitating the assessment of children's work.
- Keeping up-to-date with current affairs and best practice regarding geography.
- Providing guidance, including INSET training to staff, as part of their on going professional development.
- Celebrating and promoting the geography curriculum and the work of pupils' throughout the school.

Organisation

Topics across the school are organised to provide opportunities to study topics in depth and enable pupils to develop their knowledge and understanding. An example of topics and possible lines of enquiry, is provided below

Monitoring and Review

The subject leader monitors the effectiveness of the policy and reports to the head teacher. The head teacher reports to governors, when requested, on the effectiveness of the policy. The policy will be reviewed every two years.

This policy was agreed by the Governors on 3rd March 2021

Date of next review – March 2023

Upperby Primary School Geography Coverage

	Autumn	Spring	Summer
Year 1 Topic	Fieldwork and observational skills to study the geography of the school and its grounds.	The United Kingdom and its surrounding seas.	Seasonal and daily weather patterns in the United Kingdom
Possible enquiry Question/s	What is the geography of where I live like?	What is the United Kingdom?	How does the weather affect our lives?
Year 2 Topic	Contrasting Location	Continents and oceans	Hot and cold places
Possible enquiry Question/s	What would I like about living in Zambia and what would I miss?	Which continent would I like to visit most and why?	What would happen if everywhere was hot/cold?
Year 3 Topic	Rio and south east brazil	North America (locational knowledge of the Americas	Climate zones
Possible enquiry Question/s	How is the culture in South-East Brazil and Rio de Janeiro different to ours?	Can I use appropriate vocabulary when describing place locations and map features?	How do different climate zone affect people's lives?
Year 4 Topic	South America- The Amazon	North America	Rainforests and Deserts
Possible enquiry Question/s	Why is the Amazon Basin important to us?	What is the difference between a continent, country and state?	Why are Deserts so dry and Rainforests so wet?
Year 5 Topic	Mountains	Local Area	National Parks
Possible enquiry Question/s	Why are mountains important to us?	Is area X better to live in than area Y, and if so, why?	Who are Britain's National Parks for?
Year 6 Topic	WW11	Earthquakes (possibly incorporating volcanoes)	European Region – The Mediterranean
Possible enquiry Question/s		How are communities affected by earthquakes (possibly volcanoes)?	Why would people want to visit the Mediterranean?