

Geography at Granby Primary School 2015

Rationale

Geography teaching in the Primary School is about developing an understanding of our world, primarily through experience, investigation and learning from primary and secondary sources.

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims

The National Curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- 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:
 1. collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 2. interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 3. communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Language and Communication

Children should:

- Think creatively about geography and enjoy trying to make sense of phenomena;
- Develop language skills through talking about their work and presenting their own ideas using sustained and systematic writing of different kinds;
- Use discussion to probe and remedy misconceptions to build a secure foundation;
- Use geographic and mathematical language including technical vocabulary and conventions, and draw diagrams and charts to communicate geographic ideas;
- Research and extract information from sources such as reference books, the internet and video clips.

Values and Attitudes

Children should:

- Work with others, listening to their ideas and treating these with respect;
- Develop respect for evidence and evaluate critically ideas which may or may not fit evidence available;
- Develop a respect for the environment and for their own health and safety.

Teaching Strategies and Planning

It is important that the teacher identifies the most appropriate teaching strategy to suit the purpose of a particular learning situation.

There are a variety of ways in which the teaching may be effective and our school has a tradition for encouraging learning through investigation, with an emphasis on first- hand experience. It is however, frequently acceptable to use demonstration, research, exploration and teacher led investigations when circumstances, resources and the needs of individuals and groups allow.

Teachers need to use their flair, enthusiasm and professional judgement to identify the most appropriate, enjoyable and safe methods for the work being conducted.

They need to plan to ensure:

- breadth, balance and relevance
- equality of access for all children
- appeal to both boys and girls of all cultural backgrounds
- that the skills and strategies involved in working geographically are continuously developed and reinforced
- continuity and progression
- differentiation
- links across the curriculum

In geography lessons pupils will have the opportunity to:

- undertake map work
- take part in field work, covering aspects of physical and human environments
- learn from places of geographical interest
- learn from visiting speakers
- learn from formal presentations
- reading eg. descriptions, writing eg. summaries, personal accounts, speaking and listening eg. Discussion and debate
- make use of photographs, video clips and the internet
- record their findings in a variety of ways
- handle and interpret data
- take part in role play, educational games or simulations
- use information technology
- engage in a variety of practical activities

Curriculum Planning

In order for us to achieve these aims Geography is organised into themes and units and these are published in our curriculum plans located on our website. There are opportunities for single subject study, integration with other subjects and cross curricular skills. Learning activities are sequenced to ensure progression, continuity and subject coverage.

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.

Subject Content

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:

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

- 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.

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 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 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

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.

Cross-Curricular Links

As well as making its own distinctive contribution to the school curriculum, geography contributes to the wider aims of primary education. It offers a range of contexts for the development of Literacy, Numeracy, Information Technology and thinking skills. Through the geography curriculum, children can also learn about aspects of personal, social and health education (PHSE) and citizenship.

In the Classroom

Teachers should look for opportunities to praise co-operation and safe, considerate behaviour. Children should be encouraged to work as individuals, in pairs, in groups and also as a whole class when appropriate.

Equal Opportunities

Every effort is made to ensure that geography activities and investigations are equally interesting to both boys and girls from all cultural backgrounds.

Children with Special Educational Needs are involved in all work planned from the Programme of Study at an appropriate level. Teacher's plans show how the activities have been adapted or extended for children of different abilities.

Monitoring and review

The Curriculum Plans for Geography indicate the Programmes of Study to be considered for each term.

Evidence of attainment is seen in children's geography books and scrutiny of work and pupil conferencing are regularly conducted.

Resources

The school's geography resources are housed at various locations around the school. It is the responsibility of all the staff to return resources promptly after use.

Review

This policy is to be reviewed by the Staff and Governors in the Summer Term.