



pupil voice



respect



independence



dignity



entitlement



## GEOGRAPHY POLICY

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An academy within:



“Learning together; to be the best we can be”



### **Aims:**

Although Geography is not a core National Curriculum subject it does have many strong links with other subjects and teaches students to develop their own identities through an understanding of Geography at personal, local, national and international levels.

Kelford School should enable pupils to become:

- Successful Learners – who engage with a range of activities in rich and varied contexts. Pupils will learn about significant ideas and events that have shaped our world and be encouraged to explore key questions about the features of different places.
- Confident individuals – who have a sense of self-worth, make informed choices, become increasingly independent and are open to excitement and inspiration through first hand experiences and visits. They will show curiosity and be enabled to develop an enquiring mind.
- Responsible Citizens – who ask questions and discuss ideas relating to their environment, community and country. This helps them to be more aware of the world they are living in and how they can be as responsible as possible and make a positive contribution to the world in which they live.

### **Objectives:**

- To become familiar with their immediate environment and community.
- To explore contrasting localities.
- To express their likes / dislikes and preferences.
- To explore and extend their own ideas.
- To learn Geographical skills, knowledge and understanding through direct, first hand experiences.
- To have access to secondary sources of information including the internet.
- To make and use plans, maps and plans.
- To understand that actions have consequences by considering the results of events and decisions.
- To provide opportunities to discuss and explore the nature of diversity of society in Britain and the wider world.
- To develop the skills of working together, problem solving and improving own learning and performance.

### **Delivery:**

Geography is taught from Key Stages 1 to 3 inclusive through the Humanities element of the thematic units of work. It is an optional subject at Key Stage 4 and above.

The Geography Long Term Plan identifies which aspects of Geography are covered over the cycle. These are cross referenced to the Programmes of Study to ensure that pupils receive their statutory entitlement to Geography.

Different aspects of Geography are covered at each Key Stage to prevent repetition of topics; this also ensures breadth of Geography coverage.

The Medium Term Plan identifies which aspects of Geography will actually be covered each half term based upon the Scheme of Work.

For many pupils at school a sensory approach will be necessary to allow full access to the programmes of study. These pupils are generally taught alongside other pupils in the class with the class teacher using strategies of differentiation to allow equal access to the whole curriculum.



Geography 'fires pupils' curiosity about the past in Britain and the wider world. Pupils studying Geography will have access to

- learning about... where places are
- learning about... maps
- learning about... where we live
- learning about... physical geography

In the teaching and learning of Geography, we can identify a number of subject specific areas of knowledge, concepts, skills and attitudes:

Concepts	Skills	Attitudes
Sense of place	Reasoning	Curiosity
Sense of space	Critical thinking	Imagination
Maps and globes	Estimating and measuring	Empathy
Weather	Investigating & experimenting	Understanding viewpoints
Habitats and locality	Predicting	Resilience
	Interpreting & recording	
	Explaining	
	Questioning	

**Monitoring and Evaluation:**

Teachers will set SMART objectives within P levels for each child through the Medium Term Planning based upon prior knowledge and learning.

These are evaluated at the end of each theme.

The evaluated objectives outcomes are monitored and recorded by the Assistant Head / Deputy Head. Any child who is consistently failing to meet their targets is identified and an intervention plan is put into place.

Pupils are assessed each year using the P levels. Their progress is analysed using comparative measures (CASPA).

Teachers assess formatively using B Squared.

Geography coverage is tracked by the subject co-ordinator.

Individual achievement will be recorded in each child's progress files and Records of Achievement.

**Breadth and Coverage:**

Area of knowledge	Theme	Term
<b>KS1</b>		
<b>LOCATION</b> Name and locate the world's seven continents and five oceans	Sun, Sand and Sea	Year 1 Summer
Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding areas	Sun, sand and sea	Year 1 Summer 1
<b>PLACE</b> Understand geographical similarities and differences through studying the human and physical geography of a small area of the	Sun, Sand and Sea	Year 1 Summer

<p>United Kingdom, and of a small area in a contrasting non-European country</p>		
<p><b>HUMAN AND PHYSICAL</b> Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas in the world in relation to the Equator and the North and South Poles Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>• Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>• Key human features including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul>	<p>Year 1 Marvellous me, Ugly bug ball, Sun, sand and sea,</p> <p>Year 2 Down on the farm, Robin Hood, Superheroes.</p>	<p>Y1: Autumn, Spring, Summer Terms Y2: Spring Term</p> <p>Y1: Autumn, Spring, Summer Terms Y2: Autumn, Spring, Summer Terms</p>
<p><b>FIELDWORK</b> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as countries, continents and oceans studied at this key stage</p> <p>Use simple compass directions (North, South, East &amp; West) and locational and directional language (e.g. near, far, left and right) to describe the location of features and routes on a map.</p> <p>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.</p> <p>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</p>	<p>Sun, sand and sea.</p> <p>Marvellous me, Sun, sand and sea, Down on the farm, Robin Hood.</p> <p>Ugly bug ball, Sun, sand and sea, Down on the farm, Superheroes.</p> <p>Marvellous me, Ugly bug ball, Sun, sand and sea, Down on the farm,</p>	<p>Y1: Summer Term</p> <p>Y1: Autumn, Summer Terms Y2: Autumn, Spring</p> <p>Y1: Spring, Summer Terms Y2: Autumn, Summer Terms</p> <p>Y1: Autumn, Spring, Summer Terms Y2: Autumn Term</p>

KS2		
<p><b>LOCATION</b> 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</p>	<p>Walk like and Egyptian Zoom to the moon Going for Gold Rumble in the Jungle Behind the Bombs It's a Toy Story Hop on Board</p>	<p>Y3: Autumn &amp; Spring Terms Y4: Summer Term Y5: Autumn &amp; Spring Terms Y6: Autumn &amp; Spring Terms</p>
<p>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</p>	<p>Land Ahoy Rotten Romans It's raining, it's pouring Behind the Bombs Hop on Board Let's get moving</p>	<p>Y3: Summer Term Y4: Autumn &amp; Spring Terms Y5: Spring Term Y6: Spring &amp; Summer Terms</p>
<p>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)</p>	<p>Walk like an Egyptian Land Ahoy Going for Gold Rumble in the Jungle Hop on Board</p>	<p>Y3: Autumn &amp; Summer Terms Y4: Summer Term Y5: Autumn Term Y6: Spring Term</p>
<p><b>PLACE</b> 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</p>	<p>Land Ahoy Going for Gold Rumble in the Jungle Behind the Bombs Hop on Board</p>	<p>Y3: Summer Term Y4: Summer Term Y5: Autumn &amp; Spring Terms Y6: Spring Term</p>
<p><b>HUMAN AND PHYSICAL</b></p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of:</li> <li>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains,</li> </ul>	<p>Walk like and Egyptian Zoom to the Moon Land Ahoy Rotten Romans It's raining, it's pouring Rumble in the jungle Commotion in the ocean</p>	<p>Y3: Autumn, Spring &amp; Summer Terms  Y4: Autumn &amp; Spring Terms Y5: Autumn &amp; Summer Terms</p>

<ul style="list-style-type: none"> <li>volcanoes and earthquakes and the water cycle</li> <li>Human geography, including: types of settlement and land use, economic activity including trade links &amp; the distribution of natural resources including energy, food, minerals &amp; water</li> </ul>	<p>Hop on Board Let's get moving</p>	<p>Y6: Spring &amp; Summer Terms</p>
<p><b>SKILLS AND FIELDWORK</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use the eight points of a compass, four and six figure grid references, symbols and key (including the Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>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</p>	<p>Walk like and Egyptian Zoom to the Moon Rotten Romans It's raining, it's pouring Going for Gold Rumble in the Jungle Commotion in the Ocean Behind the Bombs It's a Toy Story Hop on Board</p> <p>Walk like and Egyptian Land Ahoy Rotten Romans Going for Gold Rumble in the Jungle Commotion in the Ocean Behind the Bombs It's a Toy Story Hop on Board</p> <p>Walk like and Egyptian Rotten Romans It's raining, it's pouring Behind the bombs Let's get moving</p>	<p>Y3: Autumn &amp; Spring Terms Y4: Autumn, Spring &amp; Summer Terms Y5: Autumn, Spring &amp; Summer Terms Y6: Autumn &amp; Spring Terms</p> <p>Y3: Autumn &amp; Summer Terms Y4: Autumn &amp; Summer Terms Y5: Autumn, Spring &amp; Summer Terms Y6: Autumn &amp; Spring Terms</p> <p>Y3: Spring Term Y4: Autumn &amp; Spring Terms Y5: Spring Term Y6: Summer Term</p>
<p><b>KS 3</b></p>		
<p><b>LOCATION</b> Extend their locational knowledge and deepen their special awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical</p>	<p>Biff! Pow! Blast from the Past Rock and Roll Colourful Carnival Spring Forward Pop v's Rock</p>	<p>Y7: Autumn Y8: Autumn &amp; Spring Terms Y9: Autumn, Spring &amp; Summer Terms</p>

and human characteristics, countries and major cities		
<p><b>PLACE</b></p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region within Africa and a region within Asia</p>	<p>Biff! Pow! Blast from the Past</p> <p>Rock and Roll</p> <p>Pop v's Rock</p>	<p>Y7: Autumn Term Y8: Autumn Term (Africa). Spring Term (Asia)</p> <p>Y9: Spring Term</p>
<b>HUMAN AND PHYSICAL</b>		
<p>Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in</p> <ul style="list-style-type: none"> <li>Physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciations, hydrology and coasts</li> <li>Human geography relating to; population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources</li> <li>Understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems</li> </ul>	<p>Biff! Pow! It's a wonderful world Pop Culture Somewhere Different Blast from the Past Rock and Roll Colourful Carnival Spring Forward Pop v's Rock</p> <p>It's a wonderful world Somewhere different Rock v's pop</p>	<p>Y7: Autumn Term (h) Spring Term (p&amp;h) Summer Term (h) Y8: Autumn Term (p&amp;h) Spring Term (h) Summer Term (p&amp;h) Y9: Autumn Term (p&amp;h) Spring Term (p&amp;h) Summer Term (h)</p> <p>Y7: Spring Term Y8: Autumn Term Y9: Spring Term</p>
<p><b>GEOGRAPHICAL SKILLS AND FIELDWORK</b></p> <p>Build on their knowledge of globes, maps and atlases and use these geographical tools routinely in the classroom and in the field.</p>	<p>Biff! Pow! It's a wonderful world Pop Culture Somewhere Different Blast from the Past Rock and Roll Colourful Carnival</p>	<p>Y7: Autumn, Spring &amp; Summer Terms</p> <p>Y8: Autumn, Spring &amp; Summer Terms</p>

<ul style="list-style-type: none"> <li>Interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs</li> <li>Use Geographical Information Systems (GIS) to view, analyse and interpret places and data</li> <li>Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information</li> </ul>	<p>Spring Forward Pop v's Rock</p> <p>Biff! Pow! It's a wonderful world Pop Culture Somewhere Different Blast from the Past Rock and Roll Colourful Carnival Spring Forward Pop v's Rock</p> <p>Biff! Pow! It's a wonderful world Pop Culture Somewhere Different Blast from the Past Rock and Roll Colourful Carnival Spring Forward Pop v's Rock</p> <p>Biff! Pow! Pop Culture Somewhere Different Blast from the Past Rock and Roll Colourful Carnival Spring Forward Pop v's Rock</p>	<p>Y9: Autumn, Spring &amp; Summer Terms</p> <p>Y7: Autumn, Spring &amp; Summer Terms</p> <p>Y8: Autumn, Spring &amp; Summer Terms</p> <p>Y9: Autumn, Spring &amp; Summer Terms</p> <p>Y7: Autumn, Spring &amp; Summer Terms</p> <p>Y8: Autumn, Spring &amp; Summer Terms</p> <p>Y9: Autumn, Spring &amp; Summer Terms</p> <p>Y7: Autumn &amp; Summer Terms</p> <p>Y8: Autumn, Spring &amp; Summer Terms</p> <p>Y9: Autumn, Spring &amp; Summer Terms</p>
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