

“Every child is a unique child of God.”

WHINMOOR



ST. PAUL'S
C of E Primary School

Whinmoor St Paul's (VA) C of E Primary School

Geography Policy

Every Child is a Unique Child of God

At Whinmoor St. Paul's Church of England Voluntary Aided Primary School, everything we do is underpinned at all times by the Christian ethos of valuing the individual. We believe that every child is respected as a unique child of God, the future adults in society. We believe children are gifts from God and we are privileged to work with their families and carers, to enable them to live life to the full.

Agreed: March 2019

Review Date: March 2022

Signed: Chair of Governors: Mrs R Davies

Date: 13/03/2019

Our Mission and Ethos

At Whinmoor St Paul's Primary school we believe that every child is a unique child of God and lives in a world that God has made.

We aim:

- ***To provide a safe nurturing environment where every child can achieve his/her full potential***
- ***To inspire a lifelong love of learning***
- ***To value all faiths and cultures and to celebrate diversity***
- ***To develop a sense of respect and responsibility towards self, others and the world in which we live***
- ***To build strong relationships with the local community, our city and the wider world***

And to do all this as a caring community based on strong Christian values

The Governing Body and staff of Whinmoor St Paul's Primary School take as our first priority the responsibility to safeguard and promote the welfare of our pupils, to minimise risk and to work together with other agencies to ensure rigorous arrangements are in place within our school to identify, assess, and support those children who are suffering harm and to keep them safe and secure whilst in our care.

PURPOSE OF STUDY

At Whinmoor St Paul's, we believe that a high quality geography education should inspire in pupils a curiosity and fascination about the world and its people. This will remain with them for the rest of their lives, as well as equipping them with the skills to make sense of the world around and their place in it. They will be able to see how both physical and human geography help shape their world.

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 the formation and use of landscapes and environments. Skills will be taught to build on prior knowledge and to engender an appreciation of how to use and apply their existing knowledge to help them move on.

Geographical knowledge provides the tools and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time. Fieldwork studies should strengthen children's understanding of their own and wider communities- aiming to make our students 'global citizens.'

AIMS:

The National Curriculum aims to ensure that all pupils:

- Develop their knowledge of globally significant places.
- Understand the key physical and human geographical features of the world and how these change over time.
- Can collect, analyse and communicate about a range of data through their experiences of geography, in particular fieldtrips.
- Can interpret a range of sources including maps, diagrams, globes, photographs and GIS (Geographical Information Services).
- Communicate this information in a variety of ways, including through maps, numerical skills and writing at length.

APPROACH:

At Whinmoor St Paul's we cover both Geography and History learning under the mantle of a 'Creative Curriculum.' By doing so, we encourage both the teachers and the pupils to see and develop cross-curricular links between subjects that seek to enable and re-enforce an inter-connected education. Class teachers are encouraged to review topics covered in their year group that cover the objectives across their subjects.

For example whilst learning about the Romans, their way of life and history, you could incorporate Maths by looking at Roman Numerals and writing by writing in role through diary entries. In this way, Geography, History, English, Maths and D &T are brought together in a way that deepens and secures much greater and lasting appreciation and learning in the children.

SUBJECT KNOWLEDGE

KEY STAGE 1:

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.

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 Geography
- 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 be taught about:

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.

TEACHING AND LEARNING STYLES

The expectation is that the learning and teaching styles will differ from lesson to lesson and will address the needs of the children and the topic being taught. Teachers are encouraged to be adaptive and remain aware of the different needs within each class meaning that lesson styles will evolve over the course of the year using a full range of resources to make good progress.

Good attainment and progress in Geography needs to be achieved by creating a strong foundation on which to learn which can be built on, supported and extended by a range of practical lessons. As the children move through the school, they will be encouraged to become more independent and active planners of their own learning, taking part in projects and supporting each other through peer review/ feedback.

GEOGRAPHY PLANNING

Key Stage objectives are set and agreed with Year Group teachers at the start of the year to ensure that all objectives can be covered successfully over the Key Stage to avoid omission or repetition. Each class teacher is then responsible for creating their Long Term Plans to cover their given objectives. Weekly planning should then be placed onto the shared drive to help overview learning and seek opportunities for evidence to be gathered.

ASSESSMENT AND MONITORING

Formative assessment is the basis for assessment in geography. Work, where appropriate, will be recorded in exercise books in Key Stage 2. In Key Stage 1 and Foundation Stage there will be a mixture of recorded work and additional evidence in the form of photographic records and classroom displays.

At the end of each topic, an assessment sheet, devised with support from the local authority, will gather evidence from each year group to show how well each learning objective has been covered and will help to identify any gaps in the learning objectives.

The Geography Leader will liaise with class teachers to conduct book scrutinies as well as Subject Reports and Development Plans.

The Geography Leader is also responsible for supporting colleagues in the teaching of Geography, for being informed in current developments in the subject and for providing a strategic lead and direction for the subject within school.

RESOURCES

Resources are held within year groups. We also have links with 'Starbeck' who provide cross-curricular resources that could be used across the year groups to support teaching in the creative curriculum as well as several resources that we have purchased to help teach different topics. ICT linked resources are updated and maintained by the ICT technician and made available to class computers and laptops.

INCLUSION AND DIFFERENTIATION

All children should have regular access to Geography appropriate to their stage of development. Challenge is integral to or teaching and we aim to encourage all pupils to reach their full potential through the provision of varied opportunities. Work will be differentiated to aid children's learning. Also, more-able children should be given opportunities for open-ended tasks, further research and more challenging studies. We recognise that our curriculum planning must allow pupils to gain a progressively deeper understanding and competency as they move through school. This can be

encouraged, monitored and supported by the Assessment and Monitoring arrangements above.

COMMUNITY LINKS

At Whinmoor St. Pauls, we believe that Geography education should contribute to the community by promoting the study and understanding of local sites, including the direct locality of the school. This is in order for the children to have an understanding of their local environment; to develop a sense of pride in their community ensuring they are willing and able to protect it, for future generations.

We have a clear duty under the Equality Act 2010 to ensure that our teaching is accessible to all pupils, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive PSHE will foster good relations between pupils, tackle all types of prejudice, including homophobia, and promote understanding and respect, enabling us to meet the requirements, and live the intended spirit, of the Equality Act 2010.

Written by Jennifer Hamilton, Geography and History Leader, January 2019.