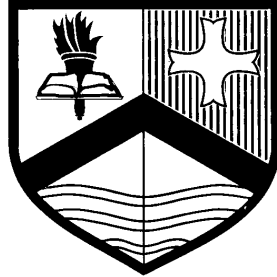


Scraptoft Valley Primary School



Raising Standards Teaching & Learning Appendix K Geography

Mission Statement

Working together to give every child an excellent education in a caring environment

Statement of Intent

It is our intention to give our pupil's an excellent education in Geography to help them to understand the natural and human aspects of our world, develop knowledge of places, environments and different cultures and societies. In order to do this we shall follow the guidance set out in the Early Learning Goals and National Curriculum (England).

Geography is a valued part of the National Curriculum. It provides a means of exploring, appreciating and understanding the world in which we live and how it has evolved. Geography explores the relationship between the Earth and its people. Geography encourages children to learn through experience particularly through fieldwork and practical activities.

Aims and Objectives

Geography in school is about exploring and through teaching Geography our aim is to:

- Inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.
- Stimulate our pupil's interest in their surroundings and in the variety of human and physical conditions on Earth
- 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.
- Develop a growing knowledge about the world to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.
- Acquire Geographical knowledge, understanding and skills.
- Enable children to learn and explain how the Earth's features at different scales are shaped, interconnected and changed over time.

(Taken from the New Primary Geography curriculum-Reference: DFE-00186-2013)

Planning/ Curriculum coverage

Due to the cross curricular topic-based curriculum we have, Geography is planned within a topic. All the Geography objectives are taken from the new curriculum. Teachers plan on a six week modular basis. Selected units of study are based on Year Group Plans in KS1 and KS2.

- Long Term- Yearly module planning sheet
- Medium Term- Six-week modular planning to include differentiation, assessment and evaluation.

Content and Learning outcomes

Early Years

Understanding the world involves guiding children to make sense of their physical world and their community.

- Explore, observe and find out about people, places, technology and the environment.
- People and communities: children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.
- The world: 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.

- Begin to see, use and understand the purpose of maps

Key Stage 1

Locational knowledge

- Observe, record information and have knowledge about the world, the United Kingdom and their locality.
- 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

- Identify and describe what places are like and where they are
- Recognise how places develop and change
- Compare places with others
- Recognise how one place is linked to other parts of the world
- 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

- Recognise changes in human and physical features
- Understand and use basic subject-specific vocabulary relating to human and physical geography 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
- 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
- Recognise how environments can be changed, improved and sustained

Geographical skills and fieldwork

- Ask geographical questions and make observations about where things are located
- Express their views about people, places and environments
- Communicate their ideas and findings in different ways
- begin to use geographical skills, including first-hand observation, to enhance their locational awareness
- Use fieldwork skills to investigate their immediate environment
- Use globes, maps, atlases and plans at a range of scales globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.
- Make simple maps and plans
- 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
- Access, select and interpret multimedia information including ICT programs

Key Stage 2:

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

- Identify and describe places
- Identify the location of significant places and environments
- Identify how and why places have changed and how they may change in future
- Describe, explain and 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

- Recognise, describe, understand and explain patterns in physical and human features.
- 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
- Understand that people can change, manage, improve or damage the environment

Geographical skills and fieldwork

- Ask geographical questions and use appropriate geographical vocabulary
- Collect and record evidence
- Analyse evidence and draw conclusions
- Identify and explain different views that people, including themselves, hold about geographical issues
- Communicate in ways appropriate to the task and audience
- Recognise the interdependence of the wider geographical context
- Use appropriate fieldwork techniques and instruments
- Use secondary sources of information, including use of aerial photographs and plan perspectives to recognise landmarks and basic human and physical features
- Draw a simple map and/or plans at a range of scales; and use and construct basic symbols in a key
- Use multimedia programs to research geographical investigations
- Enable the children to learn from simulations or abstract models
- Use decision making skills when considering geographical issues
- Use atlases, globes, maps, digital/computer mapping at a range of scales and use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to locate countries and describe features studied plans 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 (geography of their school and its grounds and the key surrounding environment) using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Teaching and Learning

We use a variety of teaching and learning styles in our geography lessons. We believe in whole-class teaching methods, and we combine these with enquiry based research activities. We encourage children to ask as well as answer geographical questions. We offer them the opportunity to use a variety of data, such as maps, statistics, graphs, pictures and aerial photographs and we enable them to use ICT in geography lessons where this serves to enhance their learning. Children take part in role-play and discussions and they present reports to the rest of the class. They engage in a wide variety of problem-solving activities. Wherever possible we involve the children in 'real' geographical activities e.g. research a local environmental problem, or use of the internet or investigate a current issue.

We recognise the fact that there are children of widely different geographical abilities in all classes and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- Setting tasks which are open-ended and can have a variety of responses;
- Setting tasks of increasing difficulty, some children not completing all tasks;
- Grouping children by ability in the room and setting different tasks to each ability group;
- Providing resources of different complexity, according to the ability of the child;
- Using classroom assistants to support the work of individual children or groups of children.

Differentiation

Teachers will use a range of teaching and learning approaches and a variety of activities to engage and motivate pupils of all abilities. This process includes differentiation by:

- Adjusting tasks
- Providing different tasks
- Use of a wide range of resources/materials which are selected to meet pupil's needs
- Support offered to pupils
- The response to work and learning given by the teacher
- Appropriate grouping of children

Assessment, Monitoring, Recording and Reporting.

Teachers will assess children's work in Geography by using assessment for learning. These assessments will be used to inform teaching in a continuous cycle of planning, teaching and assessment. On completion of a piece of work, the teacher will assess it and give the child written or verbal feedback to help guide progress. Children are encouraged to make judgements about how they might improve their work in the future.

The curriculum sets out the expected level of attainment for pupils at the end of each key Stage. Children will also be assessed at the end of each year against Target Tracker statements. We use both of these as a basis for assessing the progress of the child, for setting new goals, and for passing information on to the next teacher at the end of the year in line with the schools non-core assessment procedure.

The Geography co-ordinator produces a RAP which decides key areas for improvement (with reference to the school RAP). Through the RAP, the Geography co-ordinator undertakes

monitoring, evaluation and feedback through lesson observations, planning scrutinies and pupil surveys.

The Geography subject leader keeps samples of children's work in a portfolio. This demonstrates the expected level of attainment in Geography in each year of school.

Further roles of the Geography co-ordinator

- Maintain an overview of Geography aims and objectives ensuring coverage of statutory requirements.
- Ensure balance, continuity and progression within Geography.
- Review and monitor planning
- Monitor, evaluate and review the implementation of new initiatives to identify any INSET requirements and resource implications.
- Provide help, ideas and support to address the needs of individual teachers and whole staff.
- Maintain, review and update resources and give advice on their use with reference to the Health and Safety Policy.

Equal opportunities and Inclusion

Every child at Scraftoft Valley Primary school has the right to be included in all learning opportunities. Although this may be explicit in Special Education Needs and Disability (SEND) and Equal Opportunities Policies, our approach in any curriculum area is to prepare every child with the necessary skill, knowledge and attitudes to equip them for a positive role within society.

Inclusion should create in every learner, self-confidence and self-esteem so they can facilitate their own development.

Special Educational Needs and Disability (SEND)

Geography is a Non Core subject within the National Curriculum and each child at Scraftoft Valley Primary School regardless of age, race, or gender has an entitlement to be taught at an appropriate level to fulfil their potential in this area.

Children are taught geography from the Foundation stage onwards. Children with SEND are identified as early as possible and their needs addressed in accordance with the school's SEND policy and with reference to the SEND code of practice.

Eco

At Scraftoft Valley we are keen for our children to understand that people can change, manage, improve or damage the environment. We want to instill in our children a passion to care for their world and environment. We deliver Eco lessons mostly through Geography but also in cross curricular ways or as discrete lessons. The Eco co-ordinator monitors this and with the help of the school council and Eco committee they share and promote Eco issues within assemblies and to the wider community.

Resources

Geography resources are located in:

- The resources room-general resources, teachers' books, textbooks, photocopiable materials, videos, atlases, maps and posters and relevant DVD's.
- The KS1 and KS2 libraries –fiction and non-fiction books

Health and Safety

- Children and staff are taught about Health and Safety issues and care of resources
- All Health and Safety issues will be dealt with in accordance with the School's Health and Safety policy

Equality and diversity statement

(Please refer to our Single Equality Policy and equality objectives)

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- age (for employees only),
- disability
- race (includes ethnic or national origins, colour or nationality)
- gender (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief (includes lack of belief)
- sexual identity
- Marriage and Civil Partnership (for employees)

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

In fulfilling our legal obligations we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development.
- Aim to reduce and remove existing inequalities and barriers.
- Consult and involve widely
- Strive to ensure that society will benefit

Review

This policy will be reviewed every three years or revised in the light of any new legislation.