

THE RALEIGH SCHOOL
GEOGRAPHY POLICY

Reviewed: May 2018

Next review: Autumn 2020

Introduction

This document is intended as an outline to the guiding principles by which we will teach Geography. Our scheme of work, medium term plans and curriculum topic map provides detailed information about the skills and knowledge to be taught.

Specific Aims

At the Raleigh we understand that children are naturally curious about the world around them. We aim to utilise this to the full by fostering Geographical enquiry and helping children to discover more about the world around them. We aim to make Raleigh children good global citizens who understand that their actions have an impact on the world that they live in.

We aim to:

- Identify and pursue cross curricular links and make those links explicit in our planning.
- Foster a sense of wonder at the physical and natural world.
- Provide a framework of information about places at local national and global levels, making comparisons and examining influencing factors.
- Foster a concerned awareness and sensitivity towards the environment as a resource, to promote an understanding of the relationship between humans and the environment and to understand our impact on the planet.
- To use a variety of evidence including personal observations, photographs, maps, books, video and ICT links, to answer geographical questions and to discover more about the world.
- Encourage children to communicate their knowledge and understanding of Geography in a variety of ways using appropriate geographical vocabulary.
- To enhance the children's role as global citizens through an ongoing focus on international work linked to the British Council's International Award (full award achieved August 2017).

SCHEME OF WORK

The school has implemented the programme of study for Geography from the National Curriculum 2014. Teachers have planned the scheme of work for individual year groups with close reference to the programme of study, while incorporating cross-curricular links wherever appropriate.

Foundation Stage

- Look at similarities and differences including those relating to the world.

Key Stage 1

- Locational – naming and locating the world's 7 continents and 5 oceans (yrs 1 & 2) naming, locating and identifying key features of the home nations (yrs 1 & 2).
- Place Knowledge – understanding geographical similarities and differences between UK and a non-European country (Australia yr 1, Jamaica yr 2).
- Human and physical geography – identifying seasonal and daily weather patterns in the UK (yr 1). Learning the location of hot and cold areas of the world in relation to the Poles and Equator (yr 2).
- Use basic geographical vocabulary – physical features (Seaside topic yr 1, Jamaica yr 2); human features (Horsley topic, Seaside topic yr 1, London topic, Jamaica topic yr 2).
- Geographical skills and fieldwork – use world maps, atlases and globes (yrs 1 and 2). Use simple compass directions and locational language, use aerial photographs to recognise landmarks and basic human and physical features, devise a simple map (yrs 1 and 2). Use simple fieldwork and observational skills to study the geography of the school and local surroundings (Horsley yr 1, school orienteering yr 2).

Key Stage 2

- Locational – locate the world's countries using maps to focus on Europe, North and South America (Europe – landmarks and capitals yr 3, countries and continents yr4, Explorers topic yr6). Identify human and physical characteristics, key topographical features and land-use patterns (Scotland yr3, Coasts – human and physical yr5).
- Place Knowledge – understand geographical similarities and differences through the study of a region of the UK, a European country and North or South America (Scotland and Italy yr3, Rainforest and urban Brazil yr 4).
- Human and Physical geography – to describe and understand key aspects of climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes and the water cycle (Yr 3 water cycle, River Nile, River Thames, mountains and volcanoes; yr 4 rainforests, yr 5 River Nile and fertility, yr 6 biomes, vegetation belts, mountains and volcanoes.
 - Human geography – types of settlement, land use, trade links and the distribution of natural resources (yr 4 gifts of Rainforest, yr 5 Viking settlement v. modern Egypt, yr 6 what natural resources do we use to produce energy?).
- Geographical skills and fieldwork – use maps, atlases and globes to locate countries and describe features studied (KS2). Compass work, grid references and use of Ordnance Survey maps to build knowledge of the UK (yr 4 Guildford, yr 5 Coasts, yr 6 Horsley). Use fieldwork to observe, measure, record and present the human and physical features in the local area (yr 5 fieldwork on Coasts, yr 6 fieldwork on Horsley).

AMOUNT TAUGHT EACH WEEK

- Reception – Teach when appropriate during topic
- Key Stage 1 – Taught within topics, no specific Geography session. Usually 1-2 sessions a week
- Key Stage 2 – Taught within topics , usually 2 sessions a week

PLANNING

- The Curriculum Topic Map outlines the topics to be taught in each year group. The aim is to give children a brief insight into a range of countries and cultures. We feel that by working in this way teachers are better able to plan for this and we can ensure that a range of places are studied.
- In YR, Geography is incorporated into sessions when appropriate, planned in accordance with topic.
- In Years 1 – 6, Geography is planned each half term using the MTP format. The MTPs detail the programme of work to be taught. They are updated and evaluated each term, to provide a continuously developing Scheme of Work.

ASSESSMENT PROCEDURES

- Informal assessment is carried out continuously through observation and class discussion as well as through children's topic work and cross curricular writing opportunities.
- Information about the child's achievement is reported to parents in the annual report.

ICT

- The expectation is ICT should be used whenever it is appropriate to enhance teaching and learning of Geography.

Websites:

- Google Maps
- Google Earth

PUPILS RECORD THEIR WORK IN

- Pupils record their work in a way best suited to the task:
- English books/work books for cross-curricular writing
- Topic books
- Geography is often centred around discussion which is not recorded, but teachers can use this to inform their informal assessment.

HOMEWORK

- KS1 – topic related
- KS2 – see homework policy for detail

CLASSROOM RESOURCES

- Copies of MTPs in class planning file and on network.
- Each classroom has a large globe which should be in reach of children.
- Some year groups have topic boxes with books and resources.

CENTRAL RESOURCES

- The Geography cupboard in the Green Room contains OS maps, Geography games, puzzles, compasses, aerial photographs, textbooks and other resources.
- Some Geography resources are stored in the library area (including maps and atlases).

ROLES AND RESPONSIBILITIES OF SUBJECT LEADER

- To ensure standards of writing comply with school expectations of neat presentation and spelling.
- To lead policy development.
- To write and implement the subject action plan.
- To support colleagues.
- To monitor progress and improve standards in the teaching and learning of Geography.
- To develop progressive Geography plans that ensure both experience of, and capability, in Geography
- To be familiar with current ideas in Geography and provide this information to colleagues.
- Audit, maintain and replace the resources.
- To manage and monitor expenditure within the annual budget for Geography.

HEALTH AND SAFETY

- Teachers to demonstrate good practice when using equipment

ROLES AND RESPONSIBILITIES OF LINK GOVERNOR

- To meet the Geography Leader at least annually to discuss the implementation, monitoring and evaluation of the action plan.
- To observe at least two lessons of Geography a year.

EXTRA CURRICULAR ACTIVITIES / TRIPS

- Year group trips linked with topic e.g. London (Year 2), Osmington Bay (Year 5), Horsley (Year 6), Eden Project (Year 6)

PARENTAL AND COMMUNITY LINKS

- There may be opportunities where parents and the community can participate and support the Geography talents of the children. eg fieldwork in local area