



Fiddlers Lane

Community Primary School

Geography Policy

Ethos

At Fiddlers Lane we strive to provide a high-quality geography education that inspires in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. We aim to 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. The creative curriculum approach is adopted using key questions as a basis for learning and investigation.

The Geography Curriculum

At Fiddlers Lane the National Curriculum Programmes of Study and the Early Years Foundation Stage Curriculum defines our geography curriculum. Year groups are allocated geography topics, which cover all aspects of geography as well as incorporating cross-curricular links with English, maths and all other curriculum areas, where relevant.

EYFS Geography

EYFS Geography is taught through the **Understanding the World – The World** strand of the frame work involves guiding children to talk about the features of their own immediate environment and how environments might vary from one another.

KS1 Geography

In KS1 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 ocean
- 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.

KS2 Geography

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.

Teaching and learning

- Foundation stage 'geography' learning has a strong emphasis on developing basic enquiry skills and high quality observations as set out in the early learning goals.
- In KS1 and KS2 teachers deliver geography teaching through the creative curriculum, following the areas of learning in the national curriculum. See appendix 1: Long term topic plan.
- Geography activities are organised using a variety of grouping strategies that are most effective to deliver the learning objectives for all abilities.
- Careful assessment is made to manage any risks involved in practical activities.
- Pupils are encouraged to read and spell and pronounce geographical vocabulary at a level consistent with their increasing word reading and spelling knowledge.
- There are frequent opportunities for pupils to make choices and take decisions both collaboratively and independently when planning and carrying out activities.
- The art, DT, music and dance knowledge, skills and understanding are linked to geography topics where relevant cross-curricular links can be made.

Assessment Recording and Reporting

- EYFS –Teacher assessment is used, mainly through observation and discussions with learners. Assessments are recorded against the Understanding the World criteria on the Early Years Foundation Stage Profile Assessment.
- KS1 and KS2- Geography progress is tracked against national curriculum objectives using ‘I can’ statements.
- Records of achievements against National Curriculum objectives are kept on Creative Curriculum spreadsheets, which will be stored on the school’s staff drive. Pupil’s achievement is recorded as emerging, expected or exceeding national expectations. See appendix 2.
- Prior to every topic, a pre-learning activity will be completed to assess the children’s understanding already thus helping to shape future planning. Following the completion of a topic a post-learning activity will be completed to demonstrate the learning journey every child has taken.
- Work is marked regularly against lesson objectives shared with pupils. Comments identify strengths and areas for improvement and provide targets for future work.
- Where possible children are encouraged to review their own progress.
- Quality questioning and discussion aids teachers to assess learning and encourage them to think critically about what they have achieved.

Inclusion (see inclusion policy)

At Fiddlers Lane we aim to set high expectations for our pupils and provide opportunities for all pupils to achieve, including girls and boys, pupils with educational special needs, pupils with disabilities pupils from all social and cultural backgrounds, and those from diverse linguistic backgrounds.

Special Educational Needs (see SEND policy)

Notice is taken of targets within a pupil’s Support plans. Children are given the necessary support to access the curriculum and allow them to carry out tasks at their own level.

More able

Provision is made when necessary for pupils to extend their experiences beyond that of the majority of the class by strategies such as:

- Planning activities with a greater amount of challenge
- Asking more challenging, open ended questions
- reducing the level of support provided and thereby increasing the need for independent thinking
- increasing the level of knowledge to be gained and communicated
- applying knowledge to an unfamiliar context
- setting more challenging criteria for presenting information

Safety

- The school follows the advice published in 'Be Safe' as recommended by the LEA, and in the Classroom Practice Health and Safety Guidance. Teachers need to make risk assessment for situations not covered in 'Be Safe'.
- All teachers are expected to refer to these documents when planning activities and assessing for any risk to pupils. They can be found on the shared drive. Further Health and Safety advice can be sought from CLEAPSS.
- Pupils are made aware of safety issues that arise in topics or activities and will be trained to carry out tasks in a safe and responsible manner.
- Pupils are increasingly required to identify safety considerations in their planning as they progress through the school.

Resources

- Staff are provided with long term planning and ideas for medium and short term planning, including resources from Focus Creative Curriculum and Hamilton Trust. Teachers are expected to adapt those resources to meet the needs of their class.
- Geography resources are stored in the resource room. Year group specific resources are stored in classrooms.
- Staff have access to the School's Library Service – allowing requests to be made for topic books. These requests need to be made a half term in advance to ensure they are ready for the start of the topic.
- Staff should check availability of resources prior to the start of a topic and any resource shortages should be notified to the resource manager.

Trips and visitors

Geography is enhanced by trips in and around the local area of Irlam and Manchester, trips to Worsley woods, a farm, Underwater Street (an interactive museum) and also a 2 day trip to London. Details of the annual trip overview are available on the school website.

Monitoring

Geography is monitored through lesson observations, learning walks and book scrutiny carried out by STL / geography co-ordinator. The geography co-ordinator will also monitor the planning stored on the school's shared drive, each half term.

Assessments spreadsheets are updated after each learning challenge topic.

The governing body will monitor this policy and its impact, and the policy will be reviewed every three years unless there is a change in statutory guidance.

Policy approved by Head Teacher: Date:

Policy approved by Governing Body: (Chair of Governors)

Date:

The date for the next policy review is.....

Appendix 1: Long term Geography plan

	Autumn		Spring		Summer	
EYFS	Foundation Stage Geography is taught through the area 'Understanding the World - The World' which is taught through various themes.					
Year 1	Local geography. Where do the wheels on the bus go?			Features of hot and cold places Why can't a meerkat live in the North Pole?		
Year 2	Local study What would Dora the Explorer/ Ben Ten find exciting about our town /city?		Africa - comparing a non-European country Where would you prefer to live: England or Africa?			Costal study Map work Why do we love to be beside the seaside?
Year 3			Physical geography What makes the Earth Angry?		Greece - comparing a European country Has Greece always been in the news?	European Country study Why do so many people go to the Mediterranean for their holidays?
Year 4	Settlements and land use Where would you choose to build a city? UK study (Human and Physical) Why is Manchester such a cool place to live?					
Year 5			London Human geog.		Brazil - trade and economy Why is Brazil in the news again?	Rainforest of the Amazon Why should the rainforest be important to us all?
Year 6					Water cycle Will you ever see the water you drink again?	Mapping field work I'm a year 6 get me out of here!

Appendix 2. Example of Creative Curriculum Geography assessment

Geography Year 6 <i>Pink: Emerging</i> <i>Amber: Expected</i> <i>Green: Exceeded</i>					Emerging	Expected	Exceeded
Can they use OS maps to answer questions?	1	2	3	1	11	10	10
Can they use maps, aerial photos, plans and web resources to describe what a locality might be like?	1	2	3	1	9	12	10
Can they describe how some places are similar and others are different in relation to their human features?	1	2	3	1	13	9	9
Can they describe how some places are similar and others are different in relation to their physical features?	1	2	3	1	9	10	12
Challenging: Can they define geographical questions to guide their restrictions?					0	0	0
Can they plan a journey to another part of the world which takes account of time zones?					0	0	0
Do they understand the term sustainable development?					0	0	0
Can they name and locate the main canals that link different countries?					0	0	0
Can they name the main lines of latitude and meridian of longitude?					0	0	0
Emerging	8	0	0	8	78	80	80
Expected	0	8	0	0			
Exceeded	0	0	8	0			