



BRAMLEY VALE PRIMARY SCHOOL

**Every Child
Every Day**

Geography Policy

Date January 2020

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(Geography coordinator)**

Motto

Our motto reflects what is most important to us and knowing that **Every child, Every day**, is in school, engaged in their learning journey and making progress.

Values

We have **7 core values** we will support the children in developing.

1. **Pride** - A strong sense of pride in their abilities, achievements and appearance. To support peers celebrating their abilities and achievements. To demonstrate a sense of pride in our school, environment and the wider world.
2. **Positivity** - A positive attitude and approach to learning and life and trying to see the good in each experience.
3. **Independence** - self-confidence and self-belief to achieve their own personal success.
4. **Resilience** - A developing ability to bounce back after a difficulty and help others to do the same.
5. **Kindness** - to be kind to themselves and take time to practice mindfulness. To be kind to others, understanding we all have needs, feelings and beliefs that deserve respect.
6. **A sense of adventure** - a passion for adventure, an appetite for fun and a willingness to take sensible risks.
7. **Creativity** - A confidence to express their creative flair, personal passions and develop their imagination and resourcefulness.

Aims

As a team, we work together to provide a safe, engaging learning environment with a unique 'family feel'.

We nurture the personal development needs of each learner and prepare our children for the future by developing confidence, a love of learning, positive relationships and coping skills. We want children to have fun, play and laugh.

Rationale

Geography is a valued part of the curriculum at Bramley Vale Primary School. A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. 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 of the formation and use of landscapes and environments. Geographical knowledge provides the tools and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time. We encourage children to learn by experience and we value fieldwork as an integral part of the geography curriculum.

Aims and Objectives

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of places, seas and oceans, including their defining physical and human characteristics
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- communicate geographical information in a variety of ways, including through maps and writing at length
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)

Geography Curriculum Planning

Geography is a non-core subject in the National Curriculum. Planning for geography is a process in which all teachers are involved to ensure school gives full coverage of the National Curriculum (2014). This is done through our CRAVE (Cross-curricular, Relevant, Aspirational, Varied, Engaging) curriculum planning. Geography skills and knowledge are taught throughout the year but are the focus of teaching in three of the six short terms.

The Reception class is part of the Early Years Foundation Stage and work in the Foundation Stage Unit. The children follow the Early Years Foundation Stage Curriculum as written in the Early Years Foundation Stage profile handbook 2013. Within the handbook are the objectives for Understanding the World and these often link with other aspects.

Geography is linked to termly projects wherever possible. At the start of the term each teacher and their class plan their projects for the coming term. Children decide what they would like to learn about (guided by teachers) and teachers collect questions from each child to inform their planning.

Teaching and Learning Styles

We acknowledge that the teaching styles employed by staff impact on children's ability to access lessons; also that children have preferred learning styles. We take these into account when preparing lessons and resources for children.

Delivery

We deliver Geography in accordance with the following guidelines:

- One project every short term between 6-11 hours. This includes Geography, History, Art, D&T and Primary Languages work.
- Direct teaching and interactive oral work with the whole class, groups and individuals.
- Differentiation with all pupils engaged in our Learning Challenge.

Key Stage 1

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:

Location 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

- 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

Pupils should 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

Pupils should be taught to:

- 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 (e.g. 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.

Key Stage 2

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 tools and skills to enhance their locational and place knowledge.

Location knowledge

Pupils should be taught to:

- 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

Pupils should be taught to:

- 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

Pupils should be taught to 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 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.

Medium and long term plans for both KS1 and KS2 are monitored on a regular basis to ensure coverage is maintained throughout the school.

[Learning Across the Curriculum](#)

Geography can make an important contribution and offer a stimulating context for the development of pupils' literacy and numeracy skills. In history and RE, geographical knowledge is essential in order to place events and themes in context. The enquiry approach is common to the Humanities subjects. At Bramley Vale we promote learning in the following areas of the curriculum through geography:-

- Key skills: including communication; application of number; computing; working with others; improving own learning and performance; problem solving.
- Education for Sustainable Development / Green Flag award
- Pupils' spiritual, moral, social and cultural development
- Citizenship
- Thinking skills, particularly geographical enquiry and helping pupils to evaluate information and reflect on their own work.

At Bramley Vale School we seek to develop learning across the curriculum through geography wherever opportunities arise.

Assessment

Throughout the term, teachers make day to day assessments of the children and make informal assessments at the end of each new term. These levels are then reported to subject coordinators as part of ongoing moderation via the use of Target Tracker.

Assessment and Recording begin in Reception and continue throughout the school. Reporting on a child's progress in Geography is a statutory requirement. An annual report relating to their child's progress in Geography is sent to parents.

Marking Policy

Feedback to pupils should be provided on their attainment against the objectives of geography. Pupils are encouraged to improve their own learning performance through the school marking policy. **Refer to schools marking policy.**

Resources

Resources are kept in separate labelled boxes in the resources room. All staff has access to these and it is the responsibility of all staff to ensure that resources are returned to the resources room in a fit state. Katie Jenkins, our co-ordinator, is available to offer support to any staff that require it and to also order resources as and when needed.

Use of computing

Pupils will be provided with opportunities to develop and apply their computing capability to support their learning in geography. They will use Espresso, Education City, Purple Mash and the Internet selectively to find information, e-mail to communicate with people in other places and databases/spreadsheets to handle and present information. Geography-specific computing skills will also be developed.

Display of Pupils' Work

See school policy on display work. Lively display of work done in Geography covering all abilities and ages will communicate learning processes and celebrate achievement.

Homework

To develop and extend their techniques and strategies children are asked to complete homework outside of school. In EYFS, Key Stage 1 and 2, children are sent home extra work on our CRAVE pick & mix homework mats. This is generally work which involves children researching a topic at home or making a 3D representation of the work they are working on. Our children are expected to complete one piece of homework every week throughout the term.

How we cater for pupils who are more able

We encourage our more able pupils with independent learning centred on more detailed/complex investigations based on the theme being taught at that time. Additional, and more challenging, tasks may be set during the geography lessons.

How we cater for pupils who have Special Educational Needs

Each teacher's planning will show differentiation, if needed, to enable pupils to access other work at the appropriate level. Assessment for Learning enables teachers to identify those pupils who require additional support and extra repetition of the skills and techniques covered.