



# Colgate Primary School

## Geography Policy

### 2021

OUR VISION: *Working together to be our best*

**Approved by:**

Curriculum and  
Progress Committee

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### 1. Aims

The aims of our Geography curriculum at Colgate are to:

- Stimulate children's interest in their surroundings and develop a knowledge and understanding of the physical and human processes which shape places.
- Increase children's knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country.
- Provide learning opportunities that enthuse, engage, and motivate children to learn and foster a sense of curiosity and wonder at the beauty of the world around them.
- Encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means.
- Make sense of their own surroundings through learning about their own locality and the interaction between people and the environment.
- Children are encouraged to acknowledge the future of our planet, whilst discussing the interaction between the physical and the human environment. Children aware of these effects upon their surroundings, their own responsibilities and how they can contribute to improving the environment, however small that contribution might be.
- Develop the geographical skills, including how to use, draw and interpret maps of different scales, and the vocabulary necessary to carry out effective geographical enquiry.
- Be able to apply map reading skills to globes and atlas maps and identify geographical features.

- Formulate appropriate questions, develop research skills and evaluate material to inform opinions.
- Enable children to work geographically in a range of appropriate contexts, using a variety of materials and equipment including other people's experiences and knowledge.

## **2. Statutory requirements**

As outlined in the 2014 National curriculum, 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. There is no statutory requirements in the specific topics taught, however, the curriculum lays out the statutory skills and over all objectives. The National curriculum can be found in appendix one.

## **3. Policy development**

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/carer consultation – parents and carers are invited to raise questions about the policy
4. Ratification – once amendments were made, the policy was shared with governors and ratified

## **4. Definition**

Geography is an essential part of the 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 through the study of place, space and environment. It contributes to the cultural, social, spiritual and moral life of children as they acquire knowledge of a range of different cultures and traditions, and learn an understanding of other people and environments. Geography is the subject in which pupils learn the skills of understanding a locality and how and where people fit into its overall structure. Developing geographical skills is essential as children live in a world that is wide open to them.

## **5. Delivery of Geography**

At Colgate Primary School geography is taught through a topic approach alongside Design & Technology, History and Art. Our Curriculum is carefully planned over a two year cycle to engage and excite all our learners. Our long-term and medium-term plans map out the themes covered each term for each key stage. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term.

We use a variety of teaching and learning styles in our geography lessons. Geography is taught through a topic-based approach. Skills and knowledge are taught in a thematic cross curricular way

and the learning that takes place links directly to the topic being covered. 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 IT 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. Geography encourages children to learn through experience, particularly through practical and fieldwork activities.

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 common tasks which are open-ended and can have a variety of responses
- setting tasks of increasing difficulty, some children not completing all tasks
- providing resources of different complexity according to the ability of the child
- developing skills for children to apply to new content

## **6. Roles and responsibilities**

### **6.1 The governing board**

The governing board will approve the Geography policy, and hold the headteacher to account for its implementation.

### **6.2 The headteacher**

The headteacher is responsible for ensuring that Geography is taught consistently across the school.

### **6.3 Staff**

Staff are responsible for:

- Delivering Geography in an enthusiastic way
- Modelling positive attitudes to Geography
- Monitoring progress
- Responding to the needs of individual pupils

Staff who may have concerns about teaching Geography are encouraged to discuss this with the headteacher.

### **6.4 Pupils**

All pupils are expected to engage fully with Geography Lessons. Children are given opportunities to share their historical experiences.

## **7. Training**

Staff are trained on the delivery of Geography at staff meetings and it is included in our continuing professional development calendar.

## **8. Health and Safety**

Visits and fieldwork are an essential part of the Geography Curriculum helping to develop geographical enquiry and skills. Children learn best when the learning environment is ordered and they feel safe, any visit should be well organised and provide a stimulating and valuable experience. The pupils should prepare well for the visit and, on their return, use the experience to good effect in the classroom. The class teacher, or leader, should plan the visit meticulously, with the pupils' safety and welfare paramount. Please see the Policy for Educational Visits for detailed information.

## **9. Monitoring arrangements**

The delivery of Geography is monitored by Rebecca Winn, Headteacher through:

Staff meetings

Focused learning walks

Pupils' development in Geography is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Rebecca Winn biannually. At every review, the policy will be approved by the Curriculum and Progress committee.

## **10. Appendix One**

### **Geography programmes of study: key stages 1 and 2 - National curriculum in England**

#### **Purpose of study**

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, 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.

#### **Aims**

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

- ☐ develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- ☐ 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

- ☐ 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)
- ☐ communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

## **Geography – key stages 1 and 2**

### **Attainment targets**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. Schools are not required by law to teach the example content in [square brackets].

### **Subject content**

#### **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:**

##### **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**

- ☐ 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.

## **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 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

**HEAD TEACHER: R.Winn**

**CHAIR OF CURRICULUM AND PROGRESS COMMITTEE: Mr T. Abbott**

**DATE: 24 November 2021**

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