

# Sherwood Primary School

## Geography Policy



May 2022

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### Sherwood Curriculum Rationale

At Sherwood, we aim to provide a creative, vocabulary rich curriculum that inspires and challenges our children, in preparation for life in a culturally diverse and ever-changing world. High expectations, inclusive approaches and excellent teaching will form the basis of all our work. Our children will have the opportunity to read widely, explore, ask questions and become knowledgeable, independent learners. Our Curriculum will prepare our children for life-long learning

Inspire • Explore • Achieve

### Sherwood Values

Teaching and Learning at Sherwood Primary School is underpinned by six core values.

The 6 Sherwood Core-Values are:

- Honesty
- Perseverance
- Respect
- Adventurous
- Aspiration
- Independence

Alongside our core values, we also promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs across the curriculum.

### Equality

We aim to provide the highest possible education for all children at Sherwood Primary School. The ethos of our school clearly reflects our commitment to fully including, respecting and supporting all members of our school community whatever their cultural background, belief, gender, race or disability.

At Sherwood, we believe that equality should permeate every aspect of School life and is the responsibility of every member of our School Community.

Every member of our School Community should feel safe, secure, valued and of equal worth. We are committed to ensuring equality of education and opportunity for all pupils; irrespective of race, gender, gender variance, disability, belief, religion socio-economic background or sexual orientation.

It is our aim to understand and tackle the different barriers which could lead to unequal outcomes for different groups of pupils in School. The Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It is our aim to celebrate and value the equal opportunity achievements and strengths of all members of our School Community.

All children have the right to an education, access to information in the media, freedom of thought, expression and respect. At Sherwood, these rights are shown throughout our Geography Curriculum.

## 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.

## Organisation

Work in Geography follows the requirements of the National Curriculum. The Geography Curriculum is divided into key stages and is organised into levels of increasing challenge and acquisition of geographical skills.

The Sherwood Curriculum outlines in more detail how Geography is planned across the whole of each key stage with each year group having areas of work allocated to them in the form of topics. The children work at levels appropriate to their ability, building on their prior knowledge from the previous year.

## Foundation Stage

During the foundation stage, young children are given the opportunities within the Early Learning Goal - 'Understanding the World' to find out more about the world they live in and the people they encounter and develop the knowledge, skills and understanding to help them make sense of the world. The children are given opportunities to take part in first hand experiences, including exploring the local environment, gathering information and communicating their views. They look at similarities and differences in relation to places, objects, materials and living things. They talk about features of their own immediate environment and how environments might vary from one another. It is the foundation for later work in KS1 and KS2.

## 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 :

### **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 :

### **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.

### **Fieldwork**

At Sherwood Primary School, the importance of fieldwork in Geography is appreciated. In order to facilitate this, help and advice will be given to staff; and trails, within school, around school, in the school grounds, within the

immediate vicinity of the school and around Preston will be implemented. Procedures for fieldwork are in line with those outlined in the Visits Policy. Each pupil will keep a record of fieldwork in their Field Journals. These will follow the children through their geographical journey at Sherwood to celebrate their achievements as geographers.

### **Global learning through Geography**

As well as the opportunity to explore knowledge and understanding about the world, geography also engages our pupils in different ideas and perspectives on it, and whether some approaches might present a partial, incomplete or stereotyped view of particular parts of the world.

In this way the geography classroom becomes an ideal setting in which young people can address the key Global Learning Programme aims, which are to:

- help young people understand their role in a globally-interdependent world and explore strategies by which they can make it more just and sustainable
- familiarise pupils with the concepts of interdependence, development, globalisation and sustainability
- enable teachers to move pupils from a charity mentality to a social justice mentality
- stimulate critical thinking about global issues both at a whole school and at pupil level
- help schools promote greater awareness of poverty and sustainability
- enable schools to explore alternative models of development and sustainability in the classroom.

Geography is also central to the key areas of knowledge identified by the Global Learning Programme:

- Knowledge of developing countries, their economies, histories and human geography
- Knowledge of the basic elements of globalization
- Knowledge of different ways to achieve global poverty reduction and the arguments around the merits of these different approaches.
- Knowledge and understanding of the concepts of interdependence and sustainability
- Supporting enquiry and critical thinking about development and development issues.

## Assessment and Record Keeping Procedures

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.

Each Class teacher is responsible for recording their pupil's progress against the objectives for that National Curriculum Unit of work. Whether the pupil is below expectations, in line with expectations or exceeding expectations will be recorded at the end of each term and collated by the Geography subject leader. At the end of the academic year, these will be passed on to the next teacher. Comments will be made on the end of year report and passed on to parents.

## Special Educational Needs and Disability

The children with Special Needs will have access to the full geography curriculum. Some children may find difficulty on field trips, for example, due to their physical disability or medical needs. Additional support will be given to these children enabling them to take a full and active role. Tasks will also be adapted where necessary so that the children can succeed. Sensitive grouping should also minimise difficulties.

## Equal Opportunities

All teaching and non-teaching staff at Sherwood Primary School are responsible for ensuring that all pupils, irrespective of gender, ability, ethnic origin and social circumstances have access to the whole curriculum and the opportunity to make the greatest progress possible in all areas of the curriculum while in our school.

All children will be encouraged to take an active role in geography activities. Visits to the immediate locality will be arranged so that all children can take part. When organising visits further afield the school will, where possible, make arrangements for those pupils who cannot afford to take part.

## Health & Safety

Visits and field work are an essential part of the Geography Curriculum to develop geographical knowledge, enquiry and skills. When visits are arranged for the pupils they must be well organised and provide a stimulating experience of a high quality. The pupils should prepare well for the visit and use the experience to good effect in the classroom on their return. The visit should be well planned by the class teacher or leader with the safety and welfare of the pupils of paramount importance.



The following Health & Safety issues must be taken into consideration:

1. A preliminary visit should be made by the teacher in charge.
2. Parents must be fully informed of any visits outside the school grounds, with consent forms signed
3. All voluntary helpers must be fully aware of the procedures and their areas of responsibility
4. The children must be fully supervised at all times, with extra care taken near water and busy roads
5. The school policy of 1:6 to be followed at KS1, and 1:4 at KS2.
6. If using the school grounds extra support should be obtained from teaching assistants/helpers.
7. Care must be taken if the children are collecting samples, for example if collecting soil, plants etc. plastic gloves should be worn and hands washed carefully afterwards.

Please see the visits policy for more detailed information.

## Links with other areas of the curriculum

As well as making its own contribution to the school curriculum, geography contributes to the wider aims of primary education.

### **English**

With careful planning geography can provide opportunities for children to develop and apply their literacy skills. Reading and writing skills are essential when the children are undertaking geographical enquiry, when collecting information and source material, making notes and following instructions. They need to be able to communicate in ways appropriate for the task and audience, for example, writing to a newspaper about a local issue. Discussion, drama and role play are aspects of the programmes of study as children develop their understanding of different view points and perspectives. Evaluating environmental issues requires children to articulate their ideas and to compare and contrast their views with those of other people. Good oral communication skills can be developed as the children collaborate in fieldwork. Each year group is assigned at least one class text linked to a geography unit of work. In KS1 and KS2, 3 Non-fiction units of work are planned using the knowledge gained during Geography units.

### **Maths**

Opportunities occur for children to apply their mathematical skills when analysing data, reading maps, plans, thermometers and rain gauges. The use of fieldwork data, timetables and charts contributes to the children's mathematical understanding.

## ICT

The use of ICT can help children's learning in geography providing access to a wealth of information. Geographical skills can be developed when using mapping programmes (Digi-maps) and web-based research. Data-bases, weather charts, satellite images, tourist information and the latest news of events from around the world can be accessed by the internet.

## History

There are close links between the two subjects. A study investigating how an aspect of the local area has changed over a long period of time, or how the locality was affected by a significant national or local event will link both history and geography. As children study British, European and World history they will use and develop their mapping skills and discover the location of places.

## Spiritual, Moral, Social and Cultural Development

Geography provides opportunities to promote:

**Spiritual development**, through helping pupils recognise the beauty and diversity of the world. A geographical awareness will also help children understand their place in the world. Geography provides opportunities for children to learn about important countries, cities or physical features which they may wish to visit in the future. For example, the Greece, Brazil, Indonesia.

**Moral development**, through helping pupils reflect on how the environment is affected by decisions made by people so they can make informed choices in the future. Through discussion the children can learn to appreciate the moral dilemmas posed by introducing changes to the environment, for example building a motorway, and the effects this can have on the surrounding area. Strong links to climate change throughout our curriculum helps the children to make personal choices about sustainability and environmental impact.

**Social development**, through helping pupils to recognise the need to consider the views of others when discussing localities, settlements and the environment. Work on a locality in a country less economically developed provides an opportunity to discuss social issues. Field work allows for collaborative projects, making the most of different strengths and interests within a team.

**Multicultural development**, through exploring different settlements the children can gain knowledge of different cultures, learning tolerance and understanding of cultural diversity.

## Resources and Accommodation

Most of the resources are kept in the Geography store room. They are only accessible to school staff and to parents under teacher guidance. Children should not access resources without supervision.

Resources are replaced and purchased by the coordinator following the general school ordering procedure. Staffs are asked to inform the coordinator of any resources they would like to be added to the store.

The purchase of resources is planned each year by the team based on the geography budget for that year.

## Role of the Subject Leader

Throughout the year the whole staff is encouraged to feedback information and ideas to the Geography Leader, such as how a particular topic is progressing and the work that children are undertaking, comments upon the availability and suitability of resources and any other relevant comments about the overall structure of the future Geography Schemes of Work.

The Geography Leader is responsible for maintaining Geography resources, monitoring their use, organising the Geography store and ordering new resources.

## Role of the Governor

At Sherwood, there is a named History Governor. Their role is to meet termly with the history subject leader to discuss the latest developments within the subject at Sherwood. They may be involved in book and planning scrutinies and take part in learning walks through the school. The governors role is to be a 'critical friend' asking questions that encourage clear thinking and positive support throughout the school.

## Monitoring and Evaluation

Monitoring and evaluation will be conducted according to the priority given to Geography within the School Development Plan. The timescale involved in the evaluation may differ from year to year. Evaluation is most likely to be on an annual basis but will also have to take account of any changes in the National Curriculum for Geography.

Evaluation and review of the Policy for Geography and any schemes of work will take place in line with the School Development Plan.

## Links with other Policies

These may be read in conjunction with the Geography Policy for further information.

- Planning
- Visits
- Role of subject Leader
- Health and Safety
- Equal Opportunities
- SEN
- Professional Development
- Assessment and Record Keeping

## Approval

Approval date: May 2022

Review date: May 2025

Signed (Headteacher):

Signed (On behalf of the Governing Body):