



## **OVERSTONE COMBINED SCHOOL** **GEOGRAPHY POLICY**

### **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 provides the tools and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time. Fieldwork studies should strengthen children's understanding of their own and wider communities in order to develop a sense of pride and willingness to protect the world around them for the future.

### **AIMS**

At Overstone Combined School we aim:

- To use a question led curriculum where by the questions stimulate thinking and engage the children in their learning and enquiry.
- To provide a range of geographical experiences, both in and out of the classroom, which encourage children to build interest and enjoyment, knowledge, understanding and confidence, as well as allowing them to achieve to the maximum of their potential in the subject.
- To foster a sense of wonder and curiosity about the world in which they live and develop a sense of place.
- To develop their geographical vocabulary and a range of skills and apply them in an increasing range of situations to carry out geographical enquiry and to interpret geographical information.
- To communicate geographical information in a variety of ways.
- To become familiar with their own surroundings and extend their interest, knowledge and understanding of contrasting localities in Britain, Europe and the wider world.
- To develop knowledge and understanding of the human and physical processes and patterns which shape places and extend this to an appreciation of interconnections within and between different places.
- To adopt an enquiring approach to the world around them, developing in their ability to formulate appropriate questions, research, handle data and draw conclusions.
- To appreciate similarity and difference in the world around them, having empathy for the lives of others and respect for others' beliefs, attitudes and values.
- To enhance their sense of responsibility for the care of the earth and its people.



- To develop a simple understanding of environmental sustainability and how they can be actively involved in living as sustainably as possible.

## **FOUNDATION STAGE**

Geography in the Foundation Stage is taught as an integral part of the topic work covered during the year. We relate the geographical aspects of the children's work to the objectives set out in the EYFS 2021, People, Cultures and Communities and The Natural World which underpin the curriculum planning for Foundation Stage children. Geography makes a significant contribution to the objectives of developing a child's knowledge and understanding of the world through a range of different activities.

## **KEY STAGE ONE**

The National Curriculum Programmes of Study at Key Stage One focuses on developing children's knowledge, skills and understanding of geography. Children 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.

### **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
- 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 (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.

Each of the points above are met several times throughout key stage one.

## **KEY STAGE TWO**

The National Curriculum Programmes of Study at Key Stage Two also focuses on developing children's Knowledge, skills and understanding of geography. Pupils should extend their knowledge and understanding beyond the local area and the United Kingdom to include 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**

- 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 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.

Each of the points above is met several times throughout Key Stage Two.

### **ASSESSMENT, RECORDING AND REPORTING**

Throughout the school, teachers will use Target Tracker to assess whether children are working at the expected level, below the expected level or at greater depth within the expected level for their age based on their understanding and application of the content of the National Curriculum 2014. Progress and attainment is reported to parents through parents' evenings and end of year reports.

Cold task assessments at the beginning of a unit of work will assess the children's understanding of key vocabulary that will be addressed during the unit and starting points from existing knowledge.

There is no statutory teacher assessment in KS1 and KS2 for Geography.

### **SUBJECT LEADER ASSESSMENT AND MONITORING**

The subject leader works alongside the Senior Leadership team to monitor standards of teaching and learning at Overstone Combined Primary School. A structured cycle of planning and work scrutiny, observations, and pupil and staff interviews/surveys will provide information to judge the effectiveness of the subject as well as future development points.

Curricular development is linked to the SIP and performance management cycle where necessary, and subject leaders will report on the impact of the subject within the school on a termly basis.

### **EQUALITY OF OPPORTUNITY**

All children have equal access to the Geography curriculum and its associated practical activities. The Leadership Team, Class Teachers and TAs at Overstone Combined School are responsible for ensuring that all children, irrespective of gender, learning ability, physical disability, ethnicity and social circumstances, have access to the whole curriculum and make the greatest possible progress. Where appropriate, work will be adapted to meet pupils' needs and, if appropriate, extra support given. All pupils will be given suitably challenging activities. Gender and cultural differences will be reflected positively in the teaching materials used.

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