

POLICY FOR THE TEACHING OF GEOGRAPHY

Introduction

- This document is a statement of rationale, aims and strategies for the use of Geography at The Pochin School.
- It was developed during the Summer Term 2014 through a process of consultation with the teachers.
- The Governing Body approved it on 16 September 2014.
- This policy will be reviewed in line with the School Development Plan.
- Every child in the school has an entitlement and equal right of access to Geography regardless of ability, gender or race.
- It is the responsibility of all members of staff to implement this policy.

What is Geography?

Geography is about developing knowledge, skills and understanding relating to the children's own environment and the people who live there and an awareness of the wider world and the relationships between places.

Rationale

Geography is important because:

- It stimulates children's interest in their surroundings and in the variety of human and physical conditions on the Earth's surface.
- It fosters children's sense of wonder at the beauty of the world around them.
- It helps children to develop an informed concern about the quality of the environment and the future of the human habitat.
- It enhances children's sense of responsibility for the care of the Earth and its people.
- It utilises skills taught through other subjects.

Aims

Our aims in teaching Geography are that all the children, to the best of their ability:

- Investigate and learn about the physical features of their own environment and appreciate how their locality is similar to and different from other places.
- Focus on geographical questions like *What / where is it? What is it like? How did it get like this? How and why is it changing?*
- Develop and use geographical enquiry skills, including fieldwork skills, geographical terms, making and using maps, and using photographs. Use ICT.
- Study places and themes at different scales from local to national in the United Kingdom and overseas, and investigate how people and places are linked and how they relate to the wider world.
- Study how and why physical and human features are arranged as they are in a place or environment, and how people are influenced by and affect environments, especially in respect of natural resources.
- Investigate how the Earth's features at different scales are shaped, interconnected and change over time.

Statutory Requirements

The National Curriculum requires that, by the end of Key Stage 2, pupils should be taught the required knowledge, skills and understanding necessary to:

- Explain the physical and human characteristics of places and their similarities and differences.
- Know the location of key places in the United Kingdom, Europe and the world.
- Explain patterns of physical and human features.
- Recognise how selected physical and human processes cause changes in the character of places and environments.

- Describe how people can affect the environment and explain the different views held by people about environmental change.
- Undertake geographical investigations by asking and responding to questions and using a range of geographical enquiry skills, resources and their own investigations.

Strategies for the teaching of Geography

- Teachers will work in accordance with the agreed scheme of work, adapted from the DfE curriculum guidelines.
- A variety of teaching methods will be employed appropriate to the requirements of the theme and available resources. This may take the form of class, group or independent work but will become increasingly independent as the children progress through the school.
- Children with special educational needs will be given work appropriate to their abilities.
- The class teacher will have main responsibility for the delivery of the geography curriculum.

Strategies for ensuring continuity and progression

- Teachers will work from the agreed scheme of work, based on a two year cycle.
- Children should become increasingly independent in their choice and use of skills as they develop and become more confident. This will depend upon the individual's ability.
- Transferable skills, such as mapwork, data handling and fieldwork, will be developed through other subjects.
- The Geography co – ordinator will monitor and revise the Scheme of Work/advise other staff members to ensure continuity and progression through class visits, monitoring and evaluation of medium term planning and discussions with teachers. (see also Appendix 1).

It will be characterised by:

- an increase in breadth of studies: the gradual extension of content – places, themes and environments.
- an increased depth of study: the gradual development of general ideas and concepts and deeper understanding of increasingly complex and abstract processes, patterns and relationships.
- an increase in the spatial scale of study: a shift in emphasis from local, smaller scale studies to more distant, regional, national, continental and global scales.
- a continuing development of skills; to include the use of specific geographical skills such as mapwork and more general skills of enquiry matched to the children's developing cognitive abilities.
- Increasing opportunities for the children to examine social, economic, political and environmental issues; the chance to develop greater appreciation and understanding of the influence of people's beliefs, attitudes and values on alternative courses of action, relating to people, places and environments.

Role of the Geography coordinator

To:

- Take the lead in policy development and the integration of Geography into schemes of work designed to ensure continuity in the pupils' experience of Geography throughout the school.
- Support colleagues in their efforts to include Geography in the development of detailed work plans, in their implementation of those schemes of work and in assessment and record keeping activities.
- Monitor progress in Geography and advise Headteacher on action needed.
- Take responsibility for the purchase and organisation of centrally stored resources.
- Disseminate information to colleagues as appropriate.
- Support and encourage colleagues in personal and professional development of Geography
- Audit and update resources where appropriate.

Strategies for Assessment, Recording and Reporting

- Assessment should be built into the planning, identifying each child's progress in each aspect of this subject. Formative assessment is mainly carried out by teachers in the course of teaching.
- Formal summative assessment is carried out in the form of class tests to assess an individual's learning about particular topics or skills.
- Recording should be in reference to the School's overall recording policy.
- Reporting: in the Autumn and Spring Terms through Parents' Evenings and by written report at the end of each academic year.

Strategies for the use of resources

- Develop range of class resources relevant to the topics covered.
- Each class has an appropriate stock of books Cd Roms and other resources; the School Library Service is available for short term loans of other, more specialised resources; staff are aware of outside agencies which can be contacted to give talks / arrange visits (e.g. Action Aid).
- General teaching resources are housed in the staffroom.

'RECOMMENDED' GEOGRAPHY SCHEME OF WORK *Optional units.

CLASS	YEAR A	YEAR B.	Key Knowledge / skills- Both years. All classes to use maps, atlases, globes, compass directions, aerial photos and fieldwork.
1	Going to the seaside. (4) An imaginary place Locality – church, garden. (Construct / interpret basic maps). Plus a continuous unit to be taught at intervals throughout the key stage – where in the world is Barnaby Bear? (Unit 5).	Going to the seaside. Locality – church, garden. (Construct / interpret basic maps). British Geography – Countries & Capitals	Compass directions – N E S W. Other directional vocabulary – left, right, turn, straight on etc. Daily weather. Key geographical vocabulary – e.g. road, street, house, field etc.
2	Around our school, the local area. (1) and how can we make our local area better? (2) Contrasting locality overseas (22) – general map work. Plus a continuous unit to be taught at intervals throughout the key stage – where in the world is Barnaby Bear? (unit 5).	An island home (3) Plus a continuous unit to be taught at intervals throughout the key stage – where in the world is Barnaby Bear? (unit 5). British Geography – Major cities, Seas, Mountains, Rivers, Flags and Emblems	Interpret basic maps (Beaumanor orienteering link). Compass directions NE NW SE SW. Name seven continents and 5 oceans and know their places on a world map. Know where the Equator and the two Poles are and have a basic understanding of what they are like. Seasonal weather variations in our country. Fieldwork – e.g. weather measurements.
3	Investigating our local area (6) *How can we improve the locality in which we live? (21)	Weather around the world (7) Village settlers (9) British Geography – Towns / cities.	Recap on continents and place some of the world's major countries on with their capital cities. Fieldwork – e.g. local study.

4	Improving the environment (8) *How and where we spend our leisure time (19) Geo travellers	A village in India.(10) *Local traffic (20) Geo travellers.	Four figure grid references. British Geography – Counties and regions. Fieldwork – e.g. questionnaires and traffic surveys. Four figure grid references.
5	Water (11) and Investigating Rivers (14) A contrasting UK locality – The mountain environment (15)	Contrasting UK locality – The mountain environment (15) British Geography – Physical Features eg rivers & mountains (volcanoes and earthquakes).	Latitude and longitude; northern and southern hemispheres, tropics, biomes, climate zones and vegetation belts. Fieldwork –observational work on Welsh / French residential. 6 figure grid references.

CROSS CURRICULAR LINKS – GEOGRAPHY

UNIT	SKILL FOCUS	LINKS
1 – Around our school, the local area. (Class 2)	<ul style="list-style-type: none"> • Knowledge, skills and understanding in studies at a local scale. • Express views on features of the physical and human environment of a locality that give it its character; recognise how people affect it. • Use appropriate geographical vocabulary. • Use globes, maps and appropriate fieldwork skills. • Make maps and plans. 	<p>ENGLISH – reports (oral and written), views and opinions, speaking and listening, geographical vocabulary, creative writing, posters.</p> <p>MATHS – data handling, incidental maths activities (eg shapes of signs).</p> <p>SCIENCE – Scientific enquiry - data; living things; materials – what things are made of and why. Physical processes – light and sound (esp level 3)</p> <p>DT – identify problems and solutions in local area (using plans / diagrams where necessary) and how existing problems have already been solved (eg safety around school).</p> <p>ICT – word process reports; light and sound – LOGIT; data handling programs; photography / video / sound recording.</p> <p>HISTORY - old and new objects; evidence of change.</p> <p>ART – depictions of what they have seen in various materials / styles; collection of materials (eg journey sticks, collage), shadows / colours / tones.</p> <p>RE / PSHCE / P4C – care for the environment / human impact; sense of belonging / community; people in the community. What they like and dislike.</p> <p>FRENCH – compare to link school in France.</p>
2 – How can we make our local area better? (Class 2)	<ul style="list-style-type: none"> • As above. 	As above.
3 – An island home (Class 2)	<ul style="list-style-type: none"> • As above. 	<p>ENGLISH – reading: Katie Morag; speaking and listening; creative writing; reports / accounts, hot seating.</p> <p>MATHS – incidental maths (eg area of maps, directions, co-ordinates, measurements).</p> <p>SCIENCE – living things, comparison of species – adaptation of living things, food chains.</p> <p>DESIGN – model making, incidental design opportunities.</p> <p>ICT – word processing of written work; internet research.</p> <p>HISTORY - Grace Darling</p> <p>ART – depictions of island life in various materials etc.</p> <p>MUSIC – Scottish music / sea shanties / sea songs; compose sea ‘music’.</p> <p>PE – orienteering on paper or chalked playground map of island. Dance.</p> <p>RE / PSHCE / P4C – differences in life styles due to environment; discussion – where is the best place to live?</p>

<p>4 – Going to the seaside. (Class 1)</p>	<ul style="list-style-type: none"> • Express views on features of a locality • Ask and respond to questions about places and environments • Communicate in different ways. • Use geographical vocabulary. • Use appropriate fieldwork skills. • Use globes, maps and plans. • Describe what places are like. • Describe where places are. • Explain and compare places and link them to a broader context. • Recognise changes in places. 	<p>ENGLISH – speaking and listening; accounts of own holidays; creative writing; group speaking (eg poems); play activities – role play, sand / water games etc. MATHS – counting / setting / sorting of seaside objects eg shells. SCIENCE – describe simple features of objects; classification; scientific questioning / observation / theorising about seaside animals / objects; begin to see variations animals have appropriate to their environment (eg gulls). Materials and textures (eg sand, shells, ratio of water to sand in sand castles; strength of carrier bags with wet sand. DT – incidental modelling opportunities. ICT – cd stories, word processing accounts, games, photos. HISTORY - seaside past and present – changes. ART - incidental art opportunities – drawing, painting, observational work, collage, photo displays etc MUSIC – seaside sounds / songs. PE - dance. RE / PSHCE / P4C - what would it be like to live at the seaside? FRENCH – holiday / seaside words.</p>
<p>5 – Where in the world is Barnaby Bear? (Class 1)</p>	<ul style="list-style-type: none"> • Knowledge, skills and understanding on a wider scale. • Identify some features of these places. • Ask geographical questions. • Communicate in different ways. • Use geographical vocabulary. • Use globes, maps and plans. • Describe places. 	<p>ENGLISH – speaking and listening; accounts; creative writing; play activities – eg role play as Barnaby, eye-spy etc MATHS – SCIENCE – environmental conditions – eg weather. ICT – word processing of creative work / accounts. HISTORY – incidental history of places visited by Barnaby. ART - incidental art about places visited. MUSIC – world music. PSHCE / RE / P4C – discussions of different cultures, clothing etc. Religions. FRENCH – languages and culture.</p>
<p>6 – Investigating Our Local Area (Class 3)</p>	<ul style="list-style-type: none"> • Investigate places • Wider context of places. • Make, use and interpret maps and plans. • Identify physical and human features. • Land use. 	<p>ENGLISH – reports (oral and written), views and opinions, speaking and listening, geographical vocabulary, creative writing, posters. MATHS – data handling, incidental maths activities (eg shapes of signs). SCIENCE – Scientific enquiry - data; living things; materials – what things are made of and why. Physical processes – light and sound (esp level 3) DT – identify problems and solutions in local area (using plans / diagrams where necessary) and how existing problems have already been solved (eg safety around</p>

	<ul style="list-style-type: none"> • Use of secondary sources. • Collect and analyse evidence through fieldwork. • Use ICT to record data. • Environmental impact and sustainability. • Ask geographical questions • Use globes and maps. • Identify and describe places. • Understand the wider contexts. • Peoples' effect on their environment. 	<p>school).</p> <p>ICT – word process reports; light and sound – LOGIT; data handling programs; photography / video / sound recording.</p> <p>HISTORY - old and new objects; evidence of change.</p> <p>ART – depictions of what they have seen in various materials / styles; collection of materials (eg journey sticks, collage), shadows / colours / tones.</p> <p>RE / PSHCE / P4C – care for the environment / human impact; sense of belonging / community; people in the community.</p> <p>FRENCH – ma ville – vocabulary.</p>
<p>7 – Weather around the World. (Class 3)</p>	<ul style="list-style-type: none"> • Investigate places • Wider context of places, using maps, globes etc. • Ask and respond to geographical questions. • Recognise patterns. • Use geographical vocabulary. • Weather conditions around the world. • Secondary sources. • Effect of weather on human activity. • Collect, record and analyse data. • Use atlases, globes and maps. • Use ICT. • Locate places and the environment. <p>Compare places.</p>	<p>ENGLISH – reporting – weather forecasts, newspaper reports of extreme weather; creative writing; speaking and listening.</p> <p>MATHS – data collection and analysis (eg weather data in newspapers).</p> <p>SCIENCE: investigations – weather recording; what animals and plants need to survive; waterproof / weatherproof materials; reversible changes – ice;</p> <p>DESIGN: design weather recording instruments.</p> <p>ICT: data handling; LOGIT; word processing; sensing devices?</p> <p>ART: incidental drawing / collage / painting; landscapes.</p> <p>MUSIC: compose weather 'music'.</p> <p>PE: dance.</p> <p>RE / PSHCE / P4C – discuss need for/ dangers of different types of weather; famine; floods; Noah's Ark.</p> <p>FRENCH – weather words.</p>
<p>8 – improving the environment. (Class 4)</p>	<ul style="list-style-type: none"> • Identify problems within own environment and effect on local people. 	<p>ENGLISH: reporting; creative writing; posters; speaking and listening; newspapers, role play.</p> <p>MATHS: data handling and analysis; weighing and sorting litter.</p>

	<ul style="list-style-type: none"> • Collect, record and analyse evidence, using ICT where possible. • Recognise patterns. • Suggest solutions to problems. • Ask geographical questions • Use fieldwork techniques. • Draw plans and maps. • Explain features of places. • Recognise how people and their environments interact. 	<p>SCIENCE: the environment, recycling, decomposing and microbes/germs; scientific method in investigating environmental issues; materials – sound proofing, recycling, bio-degradability etc</p> <p>DESIGN: design solutions to litter and noise problems. Packaging.</p> <p>ICT: data handling, LOGIT, sensors, word processing.</p> <p>ART: posters, incidental art work, landscapes.</p> <p>RE / PSHCE / P4C: discussions on human effect on environment; packaging</p>
9 – Village Settlers. (Class 3)	<ul style="list-style-type: none"> • Investigate places. • Observe and ask questions about maps and use them to obtain evidence. • Characteristics of settlements. • Features of present day villages. • Use map keys and symbols. • Recognise connections between places. • Specific features of places and reason for location. • Collect, record and analyse evidence. • Use geographical vocabulary. • Draw plans and maps. • Identify and describe places. • Understand places in their wider context. 	<p>ENGLISH: reporting, creative writing including diaries.</p> <p>MATHS: scales on maps; directions; grid references / co-ordinates.</p> <p>SCIENCE: materials – shelter building.</p> <p>HISTORY – invaders and settlers eg Vikings, Romans, Anglo-Saxons etc</p> <p>DESIGN: model shelters; settlement games</p> <p>ICT: modelling? Word processing.</p> <p>ART: incidental artwork.</p> <p>RE / PSHCE / P4C – what communities are and what they need.</p> <p>FRENCH - words that came into our language through the Norman invasion.</p>
10 – A village in India (Class 4)	<ul style="list-style-type: none"> • Understand other cultures and lifestyles. • Use maps effectively for a 	<p>ENGLISH; reporting; diaries; newspapers; creative writing; speaking and listening.</p> <p>MATHS: scales on maps; measuring weights of food; data handling.</p> <p>SCIENCE: weather, keeping cool (materials and colours); growing plants (food); need</p>

	<p>variety of purposes.</p> <ul style="list-style-type: none"> • Compare to own environment. • Understand how environment affects people and all they do. • Understand sustainability. • Collect, record and analyse evidence. • Use geographical vocabulary. • Draw plans and maps. • Identify features of a landscape and how it affects its inhabitants. • Understand places in their wider contexts. • Use secondary sources. • Ask and respond to geographical questions 	<p>for water and healthcare – microbes; materials – shelters, pot making etc. DESIGN: design shelters; trading games. ICT: word processing; data handling; internet research. ART: incidental artwork; cultural artwork; collage using Indian spices etc. RE / PSHCE / P4C: understanding other cultures and religions; Indian religions; appreciation of health and hygiene.</p>
11 – Water (class 5)	<ul style="list-style-type: none"> • Obtain information from maps and atlases. • World weather patterns. • Physical and human features. • Make maps and plans; use secondary sources. • Investigate water supply locally and globally. • Uses of water. • Similarities and differences. • Land use and issues. • Use ICT to record data. • Environmental impacts. • Ask geographical questions. • Collect, record and analyse information. • Use geographical vocabulary. 	<p>ENGLISH: creative writing; reports; non-fiction texts; speaking and listening. MATHS: data handling; distances and measurement; scales; incidental maths eg differences in lengths of major rivers. SCIENCE: water cycle; forces; river animals – adaptation of living things; experimentation – water purity / forces etc; changing states – ice, steam; insulation; solutions / dissolving; DESIGN: model of water cycle. ICT: sensing eg heat; data recording; word processing. ART: incidental artwork MUSIC: Blue Danube, Handl’s Water Music etc: own compositions. PE: dance. RE / PSHCE / P4C: importance of clean water; importance in major religions – Ganges, christening etc; wasting water. FRENCH – rivers in France and Europe.</p>

	<ul style="list-style-type: none"> • Draw plans and maps. 	
12 – n/a.		
13 – Contrasting locality (Class 5)	<ul style="list-style-type: none"> • Investigate places • Geographical questions. • Develop awareness of how places relate to each other. • Use, interpret and make a variety of maps. • Use secondary sources. • Geographical vocabulary. • Identify physical and human features. • Develop fieldwork skills. • Collect, record and analyse data. • Land use. • Develop awareness of economic activities. • Human impact on environment. • Similarities and differences between places. • Ask and respond to geographical questions. • Use atlases, maps and globes. 	<p>ENGLISH: creative writing; reporting; speaking and listening; non-fiction. MATHS: data handling; scales; co-ordinates / grid references; distances. SCIENCE: variations in wildlife and their adaptations to environments. ICT: word processing; data handling. HISTORY; history of contrasting areas. ART: incidental artwork. MUSIC: regional music. PE: orienteering. PSHCE / RE / P4C: cultural / regional differences; the importance of local identity. FRENCH: compare photos of Beuzeville.</p>
14 – investigating rivers (Class 5)	<ul style="list-style-type: none"> • Understand water cycle. • How site conditions can affect the weather. • Undertake fieldwork. • Use, make and interpret plans and maps. • Understand river erosion, transportation and deposition of materials and how this 	See Water.

	<p>affects the environment.</p> <ul style="list-style-type: none"> • Use secondary sources. • Use data handling ICT. • Investigate places. • Analyse and communicate • Geographical vocabulary. • Link with other places. • River systems. • Ask and respond to geographical questions. • Draw plans and maps. • Recognise physical and human features. • Understand how environments can be supported environmentally. 	
<p>15 – The Mountain environment (Class 5)</p>	<ul style="list-style-type: none"> • Different environments • Location of mountain areas and mountain environments • Use globes / atlases • Secondary sources • Use ICT • Weather patterns and effects on areas. • Effect of mountain areas on inhabitants. • Ask and understand geographical questions. • Collect, record and analyse data. • Use geographical vocabulary. • Draw plans and maps. • Explain and describe places. • Understand how humans affect 	<p>ENGLISH: creative writing; reports; non-fiction texts; speaking and listening. MATHS: data handling; distances and measurement; scales; incidental maths eg differences in heights of major mountains. SCIENCE: mountain formation; forces; mountain animals – adaptation of living things; experimentation – strength / density of rocks etc. DESIGN: model of mountains. ICT: word processing; internet research. ART: incidental artwork.</p>

	the environment.	
16 – N/A		
17 – N/A		
18 – N/A		
19 – How and Where we Spend Our Leisure Time. (Class 4)	<ul style="list-style-type: none"> • Use of questionnaires and data analysis. • Contrast between social groups. • Use of and implications for environment • Cost and social needs for leisure activities and areas. • Use of maps etc. • Identify land use • Communicate in different ways. • Draw maps and plans. • Use ICT 	<p>ENGLISH – written and oral reports; creative writing; interviews with parents and other children; speaking and listening.</p> <p>MATHS – questionnaires, data handling, analysis.</p> <p>SCIENCE – health and fitness;</p> <p>HISTORY: changes in leisure activities between generations.</p> <p>DESIGN: where would you site a leisure centre? What activities would you make available to the public? Respond to changes in the social make-up of the area around it.</p> <p>ICT: word processing; internet; data handling.</p> <p>PSHCE / RE/ P4C: importance of ‘treating our body like a temple’; obesity; what makes us happy and why: importance of all being different; socialising / being on your own – loneliness; the cost of leisure activities etc.</p> <p>FRENCH – words for pastimes / hobbies.</p>
20 – Local Traffic (Class 4)	<ul style="list-style-type: none"> • Questionnaires. views and opinions • Use a variety of maps; symbols and keys • Arguments / conflicts of interests. (Social / economic) • Environmental pros and cons / implications. • Identify land use 	<p>ENGLISH – written and oral reports; creative writing; interviews with adults and other children; speaking and listening, debate, persuasive / argumentative writing..</p> <p>MATHS – questionnaires, data handling, analysis.</p> <p>SCIENCE – pollution; global warning; road safety;</p> <p>HISTORY: Changes in local roads (photos and maps).</p> <p>DESIGN: organise a campaign against a road; design posters and banners / campaign songs etc. Analyse maps for best possible routes.</p> <p>ICT: word processing; internet; data handling, photographs; sound recording.</p> <p>PSHCE / RE/ P4C: empathy; constructing a reasoned argument; health and safety; social consequences; environmental damage.</p> <p>FRENCH – transport vocabulary.</p>
21 – how can we improve the area we can see from our window (Class 3)	<ul style="list-style-type: none"> • Geographical features • Use geographical vocabulary • Use secondary sources • Physical and human features • Identify land use 	<p>ENGLISH: written and oral reports; creative writing; interviews with other children; speaking and listening, debate, persuasive / argumentative writing..</p> <p>MATHS: measurement; angles?; data handling</p> <p>SCIENCE: environment; growing things?</p> <p>ICT: data handling; word processing; photographs; sound recording.</p> <p>DESIGN : design solutions to identified problems.</p>

	<ul style="list-style-type: none"> • How humans affect the environment • Geographical questions • Collect evidence and analyse (including ICT). • Use maps 	<p>ART: imagined views from the window; landscapes / through the window views of actual scenes. PSHCE / RE / P4C: environmental issues; personal environment; responsibilities. FRENCH: name the objects seen from the window in French (dictionary work).</p>
<p>22 – Contrasting localities overseas. (Class 2).</p>	<ul style="list-style-type: none"> • Understand other cultures and lifestyles. • Use maps effectively for a variety of purposes. • Compare to own environment. • Understand how environment affects people and all they do. • Understand sustainability. • Use secondary sources • Ask geographical questions. • Observe and record. • Use geographical vocabulary. • Communicate in different ways. • Describe places. • observe 	<p>ENGLISH: written and oral reports; creative writing. MATHS: scale, co-ordinates / grid references. SCIENCE: weather conditions and effects on habits and evolution of wildlife and people. ICT: word processing; internet. DESIGN: incidental design activities. ART: Mexican (or equivalent) artwork; incidental art activities. PSHCE / RE / P4C: understand different cultures and lifestyles. FRENCH: compare to link school in France.</p>