



## Mottram C.E. Primary School

### Geography Policy

#### **Intent**

At Mottram CE Primary School, Geography plays an important part of a broad and balanced curriculum. Geography can encourage pupils to think about their own place in the world, their values, and their rights and responsibilities to other people and the environment. Mottram Primary School has an almost unrivalled geographical position, in its elevated, semi-rural setting, to observe physical and human geography in action, with the views across the landscape and busy roads a few minutes' walk away. The school's outdoor environment provides an excellent, safe space to explore and investigate.

This is literally Mottram Primary School's unique place in the world:

Latitude:	53°27'14.10"N
Longitude:	2° 0'34.74"W

#### **Aims**

We believe that a high-quality geography education will inspire in children love and curiosity of the fascinating places in the world and how the people who live there, make these places their homes.

Our school policy is developed in accordance with the National Curriculum for Geography and Foundation Stage Curriculum for Understanding of the World. Throughout this Policy, the term 'Geography' includes the Knowledge and Understanding elements of Foundation Stage Curriculum, alongside National Curriculum Geography for Key Stage 1 and 2. Our school implements the Geography curriculum through the Cornerstones Curriculum Projects.

#### **Purpose of study**

Mottram Primary School has an almost unrivalled geographical position to observe physical geography in action. To this end, we are committed to providing all children with learning opportunities to engage in geography. This policy sets out a framework within which teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment.

#### **Curriculum**

The children undertake a broad and balanced programme that takes account of abilities, aptitudes, and physical, emotional and intellectual development. Through Geography the children learn a range of skills, concepts, attitudes and methods of working.



## Foundation Stage

Geography in the Foundation Stage is taught within the specific area of 'understanding the world'. Geography makes a significant contribution to the ELG objectives of developing a child's understanding of the world through activities such as, finding out about different places and habitats and investigating 'our' locality.

*'Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments vary from one another.'*

## 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
- 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.

## 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.

Pupils should be taught to:

### **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.

### **Teaching Methods**

A variety of methods are to be employed in the teaching of Geography, which will afford pupils access to a range of resources and ensure that they are encouraged to develop their potential to the full. Teachers are expected to utilise many differing techniques and approaches to ensure that the Geography Curriculum is constantly made interesting, interactive and alive.

These may include:

- Knowledge given by the teacher
- Use of the local environments for fieldwork.
- Creative activities - building models, showing routes.
- Individual and group enquiry, especially where resources are limited.
- Use of video and films.
- Using outside speakers.



- Visits to places of relevance to the topic, e.g. farm, beach etc.
- Use of ICT. – simulations, use of the internet and 'Google Earth'.
- Use of relevant books, pamphlets, leaflets, maps, postcards, atlases etc.
- Role play and drama to create empathy.
- Photographs and satellite images.

### **Fieldwork**

It is always advisable to base learning on first-hand experience and teachers are encouraged to focus attention on the opportunities available onsite in the schools' Queen's Gardens and in the immediate local area beyond school. Fieldwork is integral to good geography teaching and we include as many opportunities as we can to involve children in practical geographical research and enquiry. All children are encouraged to investigate their local environment and we give them opportunities to observe and record information around the school site and beyond.

### **Differentiation**

It is recognised that all pupils must be given opportunities to show what they know and can do. Recognising the different abilities within a class means that teachers must plan at a class, group and individual level.

This involves:

- Using a range of teaching styles which match the experience of all pupils within the class and begin to cater for different intelligences
- Matching tasks to pupils' needs. Various strategies are employed to allow pupils to achieve.
  1. Common tasks, which will expect different outcomes.
  2. Stepped tasks, with a common starting point but which aim to extend More Able & Talented pupils.
  3. Grouping, in which pupils work on a task designed for that group.
  4. Different resources, same task, which modifies the amount of information given to some pupils.
  5. Independent learning - finding answers from a range of resources.

### **Resources**

We have a range of geography topic books, maps and access to a wide a range of educational websites to support children's learning, via laptops and 'tablet' computers.

### **Assessment and Recording**

Teachers allow for assessment to be made during the course of a Geography lesson using discussion, question and answer techniques and in encouraging pupils to communicate findings to others. At the end of each term in Key Stage 1 and 2, teachers will record achievement of pupils. This will provide formative assessment and inform future planning needs. The Subject Leader will develop a portfolio of work. This will provide exemplars of work which reflect expected, above expected and below expected levels of attainment for Geography. They will be used to assist teachers in moderating future work and could be used to set targets for pupil development.