



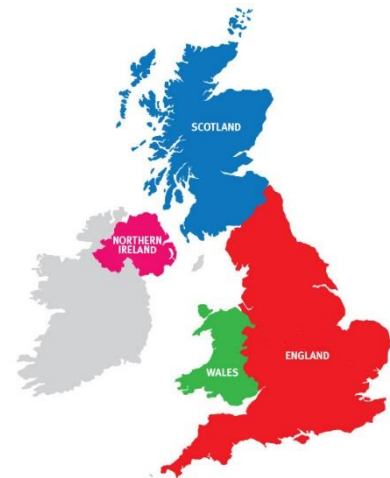
Our Mission: To improve the communities we serve for the better

Vision:

*Challenging educational orthodoxies so that every child makes good progress in core subjects;
all teachers are committed to personal improvement and fulfil their responsibilities;
all children receive a broad and balanced curriculum;
all academies strive to be outstanding.*

Geography Policy

September 2021





National 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 of The National Curriculum

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



Approach to Teaching and Learning

Geography teaching focuses on helping children understand the World and their place in it. We place an emphasis on the children understanding their locality and how it fits into the wider world. In each Key Stage we give children the opportunity conduct field work in their local area as we believe that Geography cannot be taught solely in a classroom. Where learning cannot be taken outside of the classroom, we insist on using high quality, up-to-date resources which help children understand geographical concepts.

We recognise the fact that in all classes there are children of widely different abilities in Geography and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through differentiation:

- Setting common tasks which are open-ended and can have a variety of responses;
- Differentiated learning objectives and success criteria where appropriate;
- Setting tasks of increasing difficulty. Not all children complete all tasks;
- Grouping children by ability in the room and setting different tasks for each ability group;
- Providing resources of different complexity depending on the ability of the child;
- Using classroom assistants to support children individually or in groups.

Resources

There are sufficient resources for all Geography teaching units in the school. We keep these resources in a central store where there is a box of equipment for each unit of work. The library contains a good supply of topic books and the ICT suite is available for software and internet links.

ICT and Geography

Information and Communication Technology (ICT). We use ICT in Geography teaching where appropriate and we meet the statutory requirement for children to use ICT as part of their work in Geography at Key Stage 2. Children use ICT in Geography to enhance their skills in data handling, in presenting written work and researching information using the internet. Children could use the digital camera to record and use photographic images and they communicate with other children in other schools and countries by using e-mail.



The Contribution Other Subjects

THE FORGE TRUST

of Geography to

English Geography significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in Composition are geographical in nature. Children develop oracy through discussing geographical issues or presenting their findings to the rest of the class e.g. The importance of Fair Trade. They develop their writing ability through carefully planned written tasks. Mathematics Geography teaching contributes to the teaching of mathematics in a variety of ways. Children learn to use data in elements of Human Geography (Population, export production) and Physical Geography (Lengths of rivers, meteorological data) to help them understand more about different areas of the world. Children learn to interpret information presented in graphical or diagrammatic form. For example, they study the differing climates of the UK and Jamaica and present this information by using graphs and charts.

Personal, Social and Health Education (PSHE) and Citizenship Geography contributes significantly to the teaching of personal, social, citizenship and health education. Children develop self-confidence by having opportunities to explain their views on a number of social questions such as how society should respond to current issues such as climate change. They learn how to recognise and challenge stereotypes and to appreciate that racism is a harmful aspect of society. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others. We provide children with the opportunity to discuss moral questions, or what is right and wrong, when studying topics such as Fair Trade. The Geography programme of study enables children to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today. British values of democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs are integrated into the Curriculum according to the 2011 Prevent Strategy.

EYFS

We teach Geography in reception classes as an integral part of the Understanding of the world work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum we relate the geography side of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. Geography makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world through activities such as looking at similarities and differences of places, understanding the weather and collecting postcards from around the world.



Assessment

We assess children’s work in Geography by measuring their understanding of a topic: we pre and end-test concept walls that contain all key concepts and vocabulary related to a specific topic. On completion of a piece of work the teacher marks the work and comments as necessary. Children also have the opportunity to reflect about their learning at the end of a topic, and fill in a ‘reflection box’ that states what they have learnt and what they would still like to know more about.

Reports to parents are completed at the end of the academic year when indicators are made to the individual’s progress in this area of the curriculum, linked to National Curriculum age related standards.

Equal Opportunities

Equal Opportunities. It is the responsibility of all teachers at The Forge Trust to ensure that children irrespective of ability, race, gender, age, faith, sexual orientation, and disability are given full access to the Geography curriculum and make the greatest possible progress in accordance with recent legislation. Please refer to the schools Equal Opportunities Policy.

National Curriculum Objectives

Key Stage	Subject Content
Key Stage 1	<p>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.</p> <p>Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> • 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 <p>Place knowledge</p>

	<ul style="list-style-type: none"> • 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 <p>Human and physical geography</p> <ul style="list-style-type: none"> • 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 <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • 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
Key Stage 2	<p>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.</p> <p>Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> • 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) <p>Place knowledge</p> <ul style="list-style-type: none"> • 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 <p>Human and physical geography</p> <ul style="list-style-type: none"> • describe and understand key aspects of: <ol style="list-style-type: none"> 1. physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

	<p>2. 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</p> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studies • 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.
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Monitoring

It is the responsibility of the Geography co-ordinator to ensure the implementation of this policy, monitor standards, offer advice and support to staff, provide a model and promote excellence in children's achievements.

This will involve the following cycle:

Policy:
familiarise and
update staff with
current policy in
staff development
time



The co-ordinator will ensure that development priorities are reflected in the Subject Action Plan. They will attend termly network meetings for Geography and work collaboratively with other leaders in The Forge Trust to improve the curriculum. CPD, standards and provision in the subject.

