



## **Roman Road Primary School Policy for Geography**

### **POLICY FOR GEOGRAPHY**

#### **Document Purpose**

This policy reflects the values, ethos and philosophy of Roman Road Primary School in relation to the teaching of *Geography*. It gives a framework within which all governors, staff and children work together, and it gives guidance on planning, teaching and assessment.

The *Geography* Policy is very much an ongoing, working document and as such it reflects both the practices that are carried out and those to which the school is striving.

## Subject Aims

Geography is a foundation subject within the National Curriculum. The aims of teaching Geography at Roman Road Primary School are consistent with our school philosophy and take account of the London Borough of Newham Curriculum Policy Document and the National Curriculum Programmes of Study for Geography.

## 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.□

Roman Road Primary School

- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems□ (GIS)□□

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- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length□□

The *Geography Curriculum* is divided into key stages and is organised into levels of increasing challenge and acquisition of geographical skills.

### **Attainment targets**

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.

### **Subject Objectives**

#### **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:

#### **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□□

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□ 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 to:

### **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□□

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□ 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.□

At Roman Road Primary School the importance of geographical enquiry is appreciated.

### **Key Stage 1**

Enquiry skills consist of:

- Observing, questioning and recording□□

□□□

- Communicating ideas and information. For example:□□

□□

- What/where is it?□□

□□

- What is it like?□□

□□

□ How did it get like this?□□

Our children will learn these enquiry skills through direct experience, practical activities and fieldwork in the locality.

## Key Stage 2

Enquiry skills consist of:

- Observing and asking questions about geographical features and issues□□  
□□□
- Collecting and recording information to answer the questions□□  
□□
  - Analysing the evidence, drawing conclusions and communicating□

Findings. For example:□□

- 
- What/where is it?□□

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- What is it like?□□  
□□
- How did it get like this?□□  
□□
- How and why is it changing?□□

Our children will gain these enquiry skills through fieldwork and classroom activities.

Throughout Key Stage 1 and Key Stage 2 there must be a **progression** of education.

- Gradual development of skills and strategies of enquiry□□  
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- Increasing breadth of study□□  
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- Increasing depth of study□□  
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- Increasing complexity of place/themes studied□□  
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- Increasing range of scales□□  
□□
- Greater understanding of key ideas□□  
□□□
- Greater awareness of social, political, economic and environmental issues□□  
□□□
- Greater range, accuracy and complexity of vocabulary used□□  
□□
- Increasing precision and levels of abstraction□□

### **Sense of Place**

#### **Key Stage 1**

When teaching Key Stage 1 children to have a sense of place, we intend to instil within each child a sense of their own belonging in the world, i.e. the world that they know - their family, friends and school.

It is the teacher's role to introduce the children to their immediate environment at school - the school buildings, the grounds and the area outside school within walking distance.

By doing this kind of fieldwork at an early age, it introduces the children to geographical vocabulary and skills at a first-hand experience basis.

The children must also study a locality of a similar size to that of the school, but this area should contrast with school in terms of physical and/or human features. The chosen locality is to be agreed upon each year.

## **Key Stage 2**

At this key stage, three localities should be studied. One should be that of the school and the catchment area of most of its pupils. This would in effect be East Ham and Beckton. This work would follow on from that carried out in Key Stage 1.

Another area should be that of a contrasting locality within Britain. This will be Fairplay House in Essex. The remaining area should be in a country in Africa, Asia (excluding Japan), South America or Central America (including the Caribbean). The chosen locality is India.

## **Curriculum and School Organisation**

The school's Curriculum Overview shows how the topics for each year group are organised. The overview also gives details of the half term in which the units of work should be taught, together with relevant links to other curriculum subjects.

Therefore, topics may be Geography-based where Geography is the main focus of the topic, with other curriculum areas playing a complementary role. Geography may also be the minor subject in a topic that has another curriculum area as its focus, for example Science or ICT.

Planning of the topic starts with the medium-term plans from the scheme of work. These are annotated to show the date when it is planned to teach each objective and how each session will be differentiated, where appropriate. Evaluation of work takes place immediately after each lesson and relevant information is transferred to the end of unit evaluation.

Whole school staff consultation takes place in order to implement any changes to the planning or evaluation structures already in place.

### **Time Allocation**

The time allocated to the teaching of *Geography* is based on national recommendations. In line with these recommendations, 36 hours of teaching time within one year are allocated to *Geography* in Key Stage 1 and 45 hours in Key Stage 2.

### **Class Organisation and Teaching Style**

At our school individual class teachers are responsible for their own class organisation and teaching style in relation to *Geography*, while at the same time ensuring that these complement and reflect the overall aims and philosophy of the school.

Children are given the opportunity to work as a class, as part of a group, with a partner or as individuals. The choice of class organisation will be determined by the learning task or activity, the nature of the topic being studied, and the resources being used. This applies to class-based work and fieldwork activities.

Geography provides opportunities for teaching the following cross-curricular themes:

- Environmental Education□□  
□□□
- Economic and Industrial Understanding□□  
□□□
- Health Education□□  
□□
- Careers Education□□  
□□□
- Citizenship□□

It also lends itself readily to the teaching of the following cross-curricular dimensions:

- Equal Opportunities□□  
□□□
- Special Educational Needs□□
- Multicultural Education□□  
□□□
- European Awareness□□  
□□  
□ Personal and Social Education□□

The importance of fieldwork in Geography is appreciated. In order to facilitate this, help and advice will be given to staff: trails, within school, around school, in the school grounds, within the immediate vicinity of the school and around East Ham will be implemented. Fieldwork is also a focus during the Year 6 outdoor education trip to Fairplay House or other outdoor activity visits at the end of year 6. Outside agencies will also be invited in

i.e., *Outdoor Learning Through Landscapes* to have INSET with the teachers as well as taking classes individually for *Geography* activities.

### **Assessment, Record Keeping, Reporting**

Teachers use this termly to assess their children's progress and outcome. The tracking, which marks children understand and attainment from emerging, expected and exceeding can be found on MLE, and is used by the coordinator to influence future planning and MTP. The coordinator identifies areas of strengths and weaknesses and provides targets for the teacher to help their pupils.

### **The Coordinator's Role**

The coordinator's responsibilities are:

- To establish a secure profile of the subject.□□  
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- To ensure that the resources are sufficient and appropriate.□□  
□□□
- To replace and acquire new resources.□□  
□□
- To model the teaching of *Geography*.□□  
□□□
  - To assist colleagues in the planning and delivering of lessons.□□

## **Resources and Accommodation**

Most of the resources are kept in Humanities/Science cupboard. They are only accessible to school staff and to parents under teacher guidance. Children should not enter the resources area at any time.

Some resources are located within key stage areas, year group areas or individual classrooms. These are items that are used regularly or have been specifically requested by a member of staff.

The Geography Coordinator is responsible for maintaining Geography resources, monitoring their use, organising the geography store and ordering new resources. Resources are replaced and purchased by the coordinator following the general school ordering procedure. Staff are asked to inform the coordinator of additional resources which would be appropriate for use during the teaching of their topic.

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

## **Equal Opportunities, Special Needs & Providing for Children with English as an Additional Language**

All teaching and non-teaching staff are responsible for ensuring that the pupils in their care, irrespective of gender, ethnicity, language group, disability, religious beliefs, social circumstances and ability, have equal access to the whole curriculum and equal opportunity to undertake all aspects of work in Geography in order to make the maximum progress.

We aim to do this by

- taking the individual needs of children into account□□

- using language which is appropriate to each child's ability□□
  - avoiding the negative use of written, spoken and body language□□
  - choosing books, worksheets, posters, tapes etc., which display positive□images, which represent the different backgrounds of our pupils and which avoid stereotypes□□
- 
- choosing resources which are user friendly and easily accessible to all children□□

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- showing in our planning how tasks are differentiated and targeted□for children of differing abilities□
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- Ensuring that recording and assessment is fair, gives equal value to different activities and avoids stereotypical assumptions.□□

### **Monitoring**

Monitoring is carried out in order to enhance the teaching and learning of Geography within our school. It is the responsibility of the coordinator to monitor and evaluate the curriculum provision made for Geography within the school, so that pupils make the greatest possible progress and enjoy the learning experience. As with all monitoring, the Head teacher has overall responsibility for this work. Monitoring may take place by means of a number of methods including:

- □ The assessment of pupils' work and their achievements□□
- □ □
- The analysis of teachers' planning as seen in the long- and short-term plans□□
- □

- Discussion among groups of staff or the whole staff; classroom observation□□
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- Analysis of classroom displays on *Geography*□□
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- External inspection and advice□□

Monitoring and evaluation will be conducted according to the priority given to *Geography* within the School Development Plan. Thus, the timescale involved 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 on an annual basis. The *Geography Curriculum Coordinator* will consider any necessary changes or adaptations to the policy or schemes of work. These will then be discussed and agreed by the whole staff before the policy document is amended.

Throughout the year the whole staff are encouraged to feedback information and ideas to the *Geography Curriculum Coordinator*. This may

include comments as to 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*.



