

Mugginton Church of England Primary School



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Geography Policy

This policy has been written in accordance with the Christian ethos of our school, our recognition of British values, an awareness of our position in the Global community and taking account of all current Safeguarding and Child Protection guidance and the new national curriculum September 2014.

'The more you know about the past, the better prepared you are for the future'

At Mugginton Church of England Primary School, our intent is to provide pupils with a deep understanding of place, space and the environment. Teaching geography ensures every pupil has a better understanding of our human and physical world. The knowledge, skills and values developed in geography can be used to make a positive contribution to the world through social and environmental action and increased empathy for the different peoples, societies and cultures in our world. We aim to provide real and enhanced experiences, to ensure every pupil develops a love for the subject and reaches their full potential.

Geography helps to give order and meaning to a diverse and complex world. We aim to build a progressive curriculum through careful planning, in order to provide inspiring, inviting and stimulating lessons that build upon previous learning.

At Mugginton, we promote pupils' SMSC development through geography in the following ways:

Spiritually – We promote a sense of wonder and fascination with the physical and human world. Geography enables pupils to reflect on their own beliefs and experiences as they encounter different societies and cultures in their learning. We aim to captivate pupils by giving them opportunities to discover their place in a unique, diverse and wonderful world.

Morally – We equip pupils with the knowledge, skills and values to become critical thinkers, in order to make informed decisions on local, state and national issues as future citizens. Pupils develop a sense of accountability and responsibility as custodians of the world.

Culturally – We present a curriculum that involves the study of real people in real places. Pupils gain a deeper understanding of human life and an appreciation of diverse cultural traditions and places. This allows pupils to develop a sense of humility and empathy with others.

Socially – We use geography to broaden pupils' horizons by developing a sense of their place in the world. We aim to inspire pupils' curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

Intent

It is arguable that the disconnect between people and their environment has increased in the last years. Geography is one of the vehicles to correct this. Additionally, we believe in the importance of engaging with 'defining' issues of our children's lives such as Climate Change and sustainability. We believe it important that our children understand the importance and the complexity of these issues.

We aim to inspire pupils with a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Pupils should have a 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.

The aims of geography are 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 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 and writing at length

Teaching and learning

We use a variety of teaching and learning styles in our geography lessons. We use enquiry-based research activities and encourage children to ask and answer geographical questions. We offer them the opportunity to use a variety of data, such as maps, statistics, graphs, pictures and aerial photographs, and we enable them to use IT in geography lessons where this serves to enhance their learning. Children take part in discussions and they present reports to the rest of the class. They engage in a wide variety of problem-solving activities. Wherever possible, we involve the children in real geographical activities e.g. research of a local environmental problem or use of the Internet to investigate a current issue

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

Setting common tasks which are open-ended and can have a wide variety of responses

Setting tasks of increasing difficulty, some children not completing all tasks

Grouping children by ability in the room and setting different tasks to each ability group

Providing resources of different complexity according to the ability of the child

Using teaching assistants to support the work of individual children or groups of children

In a Geography lesson at Mugginton, you will see:

Happy children, working with purpose individually or in groups. The children will be able to tell you what they are learning and what skills/knowledge they need to use in order to succeed (in an age-appropriate manner). They will be able to tell you about the different tools/resources they have used such as atlases, OS Maps, compasses and show good locational knowledge in an age-appropriate manner. Junior-aged children will be to talk in detail to a visitor about how our location is similar and different to other places they have learnt about and how our country has changed over time. They will be able to talk about the progress they have made in the subject and pieces of work they are most proud of.

Implementation

In **Key Stage 1** Pupils should develop knowledge about the world, the United Kingdom and their locality.

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 sea

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

Identify seasonal and daily weather patterns in the United Kingdom and location of hot and cold areas of the world in relation to the Equator and the North and South Poles

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.

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/far, left/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

In **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.

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)

Understand geographical similarities and differences through the study of human/physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

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.

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 OS maps) to build knowledge of the UK and 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

Reception

Reception children are taught to understand the world in which they live. We relate the geographical aspects of the children's work to the objectives set out in the Early Learning Goals (ELG), 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 by looking closely at similarities, differences, patterns and change in relation to places, objects, materials and living things. They talk about features of their own immediate environment and how environments might vary from one another, they make observations of animals and plants and explain why some things occur and talk about changes.

Impact

Outcomes in topic and literacy books and from ICT work and homework will evidence a broad and balanced geography curriculum and demonstrate children's acquisition of identified key knowledge and skills. Children review their successes in achieving the lesson objectives at the end of every session and are actively encouraged to identify their own target areas, with these being identified, shared and verified by teachers as necessary. Children also record what they have learned comparative to their starting points at the end of every topic. As children progress throughout the school, they develop a deep knowledge, understanding an appreciation of their local area and its place within the wider geographical context. Geographical understanding, as well as children's spiritual, moral, social and cultural development is further supported by the school's links with international partner schools. This aspect of the work of the school is also supported through specific drives which include languages and 'Tastes of the World' in which they learn the origins of certain dishes. Children are able to learn about careers related to geography from members of the local and wider community with specialist skills and knowledge, ensuring that they are well prepared for the next steps of their education.

Assessment and recording

See policy on assessment, reporting and recording.

Resources

Geographical analysis is 'brought to life' by quality resources and artefacts. There is a range of resources in school including atlases, OS maps, birds-eye view posters of our area as well as Computer applications, including iPads, and quality textbooks.

In addition, we aim to further enliven our lessons, promote empathy and increase engagement by inviting parents/other adults to join us and talk about their experiences across the world—for example Japanese nationals or those who have lived in countries such as Russia and South Africa. Local fieldwork and visits to topic-specific buildings and sites and museums enhance the teaching of geography.

Monitoring and review

The geography coordinator/Headteacher monitors the work of pupils throughout the school and reviews the planning for each key stage termly. It is the responsibility of all staff to monitor and evaluate the curriculum provision for geography within the school in order that pupils make the greatest progress. Evaluation may take place by means of a number of methods of including:

Scrutiny and assessment of pupils' work and their achievements.

Analysis of teacher's planning as seen in the long and short term plans.

Discussion between staff.

Classroom observation.

External inspection and advice.

Pupil interview/feedback.

At the end of the topic teachers review their work and annotate plans for future reference.