

# Geography Policy



## Aims of this policy

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- To inspire in our pupils a curiosity and fascination about the world and its people.
- To equip pupils with knowledge of places, people, resources and natural and human environments.
- To ensure that pupils grow their knowledge, skills and understanding of the interaction between physical and human processes that provide the frameworks of explaining how the Earth's features are shaped, interconnected and change over time.
- To provide an overview to inform our school community of what is taught.

## What is taught?

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- Geography teaching is based on the National Curriculum and is adapted to the local circumstances of our school. By making use of our local resources e.g. Kew Village, the River Thames, Kew Gardens and the museums in London, we are able to adapt our planning for fieldwork and compare the human activities and physical features of our environment and contrast it with other areas of the world. In line with the National Curriculum, our pupils will:
  - ***Develop contextual knowledge of the location of globally significant places; understand the processes that give rise to key physical and human geographical features of the world; become competent in the geographical skills needed to collect analyse and communicate with a range of data gathered during fieldtrips; interpret geographical information using a range of sources including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS). - National Curriculum 2014.***
- Curriculum planning in Geography consists of long, medium and short term planning. The long term plans reflect the topics studied each year during each Key Stage (see Appendix). The medium term plans are those covered each term and are specific to each year group. Geography is taught in a block alongside History and each subject will have its own focus in a specific term. Class teachers identify the skills required in the National Curriculum and plan activities and educational visits accordingly. Short term plans are the weekly lessons taught with specific learning objectives identified and in some cases individual targets are set for specific children.
- Throughout the Geography curriculum the school's Learning Certainties are addressed, pupils are encouraged to be Enthusiastic, Responsive, Flexible, Resourceful, Inclusive, Resilient, Focused, Independent, Determined, Motivated
- Cross curricular links are made in the teaching of Geography, for example:
  - projects are often related to the current topic or text pupils are reading in English.
  - In Mathematics pupils learn about compass directions and map coordinates.
  - In science pupils explore the water cycle making links with the physical features of the environment.
  - In all areas of the curriculum pupils learn to think critically and give constructive criticism.
  - Team-working skills are used in other curricular areas.

## Assessment

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- Pupils will be assessed in line with the school's assessment policy
- Work produced may be recorded in the pupils' Topic books if constituting a written element, though it is expected that the part of this learning will take place during field trip activities.
- Assessments in the Early Years Foundation Stage are recorded through observations and continually inform teacher's judgments as to what extent the Early Learning Goals have been achieved.

## Appendices:

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1. Curriculum Overview
2. Resources (school view only)

## Appendix 1: Curriculum Overview

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### Geography - Topics Overview

	Topic One	Topic Two	Topic Three
Year 1	Seasonal and daily weather patterns in UK <i>(Science link - seasonal changes)</i>	Local study (UK) looking at human and physical features	Continents and Oceans
Year 2	Contrasting localities - small area of UK and non-European Country	Hot and cold areas around the world	Countries and Capital cities of the UK
Year 3	Contrasting localities - region of the UK with a region in Europe e.g. local hilly area with flat one/under sea level <i>(Science link - rocks)</i>	Climate Zones and The Water Cycle (without transpiration)	Mountains and Volcanoes
Year 4	Rainforests (climate zones, biomes, vegetation belts)	Settlements in Modern and Early Britain <i>(History link - Romans)</i>	Trade links (Pre-Roman and Roman era) <i>(History link - teach as part of or after Romans)</i>
Year 5	Distribution of Natural Resources focusing on minerals and water (link to water cycle)	Coasts, Rivers and the Water Cycle (including transpiration)	Compare 2 regions in UK - rural and urban Settlements in Viking and Saxon Britain <i>(History link - Anglo-Saxons and Vikings)</i>
Year 6	Earthquakes (tectonic plates and ring of fire)	Fairtrade Trade between UK, Europe and Rest of the World Fair/Unfair distribution of natural resources focusing on energy <i>(History link - coalmining in Victorian era and DT link - eco-power)</i>	Contrasting localities - region in UK with region in N or S America (link with Fairtrade e.g. Bananas in St. Lucia)