



2.11

Geography Policy

Rationale

At Silverhill School we believe that Geography is an essential part of the curriculum and teachers ensure that the children develop their knowledge of Geographical enquiry, Physical Geography, Human Geography and Geographical Knowledge. These areas will cover the human and physical processes, which shape them, and the people who live in them. Skills developed through Geography help pupils make sense of their surroundings and the wider world. Aims and Objectives Through the teaching of Geography we aim to:

- Help pupils develop knowledge and understanding of places and themes including patterns and processes.
- Foster children's sense of wonder at the world around them.
- Help pupils develop a sense of identity through learning about the UK and its relationships with other countries.
- Develop an informed concern about the future of our planet.
- Enhance children's sense of responsibility for the earth and its inhabitants.
- Teach the skills and knowledge necessary to develop children as geographers.
- Encourage learning through enquiry-based projects and lessons in order to develop children's independent research skills.
- Help children understand how to use a map in a variety of different contexts.
- Reinforce British Values through Geographic comparisons with other countries connected to our pupils.

Implementation

Elements of Geography are delivered to the Reception children, through the Foundation Stage Curriculum (Knowledge & Understanding) and are incorporated into the termly topics.

In KS1 & KS2 Geography is taught through planning linked to the new National Curriculum 2014-15. These have been split according to year groups. Some elements of Geography are also taught through cross-curricular topics e.g. literacy, history, ICT and role-play. All pupils are encouraged to reach their full potential through the provision of varied opportunities. We recognise that our curriculum planning must allow pupils to gain a progressively deeper understanding and competency as they move through the school. We develop the following skills, always building on earlier experiences through:

- Interpretation and analysis of data
- Fieldwork skills and first hand experiences
- Observation and recording
- Measurement and use of appropriate equipment
- Mapping skills
- Development of geographical vocabulary
- Geographical enquiry, prediction and the formation of hypotheses
- Recognition of the effect humans have on their environment
- Recognition of the need for protection and conservation of our planets fragile environment.

Below is a list of skills children will develop in each Key Stage.

Key Stage 1

In Key Stage 1 Geography is covered through the cross-curricular topic approach. The planning follows a 3 year cycle to ensure that children have a balanced curriculum without having to repeat topics. For example last term Year 2 has been finding out about Rainforests, while Year 1 has looked at hot and cold countries, animals and their habitats. Other topics covered in Key Stage 1 are Underground, Protection, Countries and Capitals, Animals and habitats, Transport and Journeys. All topics incorporate the opportunity for children to learn required skills according to the National Curriculum for Key Stage 1.

Key Stage 2

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.
- Locate and have knowledge of 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).
- Have an understanding of volcanoes and earthquakes.
- Have an understanding of different types of map, including using grid references to locate features.

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.

Planning

Using the National Curriculum 2014-15, QCA Geography Schemes of Work for KS1 and Curriculum Guidance for Foundation Stage for Early Years, teachers plan by identifying the learning objectives for each unit and matching possible activities. Planning is saved online.

Equal Opportunities and SEN Activities should be carefully planned by the class teacher and be differentiated where appropriate for children with SEN, and equally, the more able and Gifted and Talented children.

Assessment and Monitoring

Class teachers assess children's geographical skills and knowledge through observation and discussion of their work. The children are also involved in self evaluating their learning.

Health and Safety Guidelines

When planning fieldwork all teachers are required to gain permission from the Head Mistress before confirming a booking. The teachers must also complete a risk assessment, even if it is a site they have visited previously. Teachers should refer to the school's Health and Safety Policy and the safety procedures recommended in the DfES 'Health & Safety of Pupils on Education Visits' guidelines. Please see The School Journey's Policy and Guidelines for Helpers, School Outings and Health and Safety Policies for more details on planning a trip.

This policy was adopted by	Silverhill School
Date	January 2018
Review Date	January 2019
Name of signatory	Jenifer Capper
Role of signatory	Head Mistress