

St Joseph's Catholic Primary School, Worcester
"Following Jesus in all we do"

Geography Policy

Contact details

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St Joseph's Catholic Primary School.

Geography Curriculum Policy 2015

Geographical Understanding

Learning in this area should include an appropriate balance of focused subject teaching and well-planned opportunities to use, apply and develop knowledge and skills across the whole curriculum.

Curriculum aims

This area of learning contributes to the achievement of the curriculum aims for all young people to become:

- Successful learners who enjoy learning, make progress and achieve.
- Confident individuals who are able to live safe, healthy and fulfilling lives.
- Responsible citizens who make a positive contribution to society.

Why is this area of learning important?

This area of learning stimulates children's curiosity to investigate the world and their place within it. Engaging children in questions about people and events in the past helps them understand the present and prepare for the future. Understanding people's relationships with the physical and built environment helps them form ideas about how to live. They learn about the impact of their actions on the planet and understand the importance of developing a future that is sustainable. Through exploring cultures, beliefs, faiths, values, human rights and responsibilities, children develop a deeper understanding of themselves and others, and a sense of belonging. Geographical understanding encourages children to interpret the world around them, from the local to the global. They become aware of how communities are organised and shaped by people's values and actions, and how communities can live and work together. They begin to understand how events that happened long ago or in other countries can affect our lives today and how we can help shape the future. In these ways, children learn about similarities, differences, diversity and how we live in an interdependent world. They learn about right and wrong, fairness and unfairness, justice and injustice. Their growing understanding helps them make sense of the world and prepares them to play an active role as informed, responsible citizens.

1. Essential knowledge

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.

2. Key skills

These are the skills that children need to learn to make progress:

- 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.

3. Breadth of learning

- The range of learning will encompass local, national and global contexts. In these contexts, children will learn about the ways people, communities, places and environments have changed over time, and how they are interconnected.
 - Through the study of people and communities, children will find out about the main political and social institutions that affect their lives. They will have opportunities to find out about issues and take action to improve things in their communities and make a positive contribution to society. They will engage with different representatives from the community. Children should explore issues of justice, rights and responsibilities in their own contexts, as well as issues affecting the wider world.
 - Children will use fieldwork, first-hand experiences and secondary sources to find out about a range of places and environments, including this locality, the UK, Europe, North and South America as well as developing their knowledge of the wider world.
- Children will explore views and opinions about local and global issues including sustainability, climate change, poverty, resource use and recycling. They should develop and extend local and global links through communications and collaboration tools.

4. Curriculum Progression

EARLY PHASE

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.

In Year 1 & 2, children will be taught:

Locational knowledge

- To name and locate the world's **seven continents** and **five oceans**
- To name, locate and identify characteristics of the **four countries and capital cities of the United Kingdom** and its **surrounding seas**

Place knowledge

- To 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

- To 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**
- To 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

- To 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
- To 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
- To 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
- To 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.

In Year 3 & 4, children will be taught:

Location knowledge

- To recognise the 4 countries of the UK and their capital cities
- To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities
- To name and locate the main cities in the UK
- To identify the position and significance of longitude, Equator, Northern Hemisphere, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

- To understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country and a region in North America

Human and physical geography

- To describe and understand key aspects of:
 - physical geography, including: climate zones, rivers, mountains, volcanoes and earthquakes
 - 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

- To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- To use the eight points of a compass, four-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
- To 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.

In Year 5 & 6, children will be taught:

Locational knowledge

- To **locate the world's countries**, using maps to **focus on Europe (including the location of Russia) and South America**, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- To 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
- To identify the position and significance of **latitude, Southern Hemisphere and the Tropics of Cancer and Capricorn**

Place knowledge

- To 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 South America**

Human and physical geography

- To describe and understand key aspects of:
 - physical geography, including: **climate zones, biomes and vegetation belts and the water cycle**
 - human geography, including: **types of settlement and land use, economic activity including renewable energy and fossil fuels**

Geographical skills and fieldwork

- To use **maps, atlases, globes and digital/computer mapping** to locate countries and describe features studied
- To use the **eight points of a compass, 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
- To 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**.

5. Cross-curricular studies

Children will have opportunities:

- a. To develop and apply skills of literacy, numeracy and ICT, particularly through using maps, charts and measurements in fieldwork and interrogating databases of information about people and services.
 - b. To extend their personal, emotional and social development, particularly by learning to work collaboratively with others in community activities to improve the environment and to carry out first-hand investigations in their locality.
- ❖ c. To enhance their geographical understanding through making links to other areas of learning in Art and Music associated with these parts of the world.