

### Rationale

At William Austin Junior 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
- Increase children's knowledge of other cultures and, in so doing so; teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country
- 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 and to know and understand environmental problems at a local, regional and global level
- To encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means
- Enhance children's sense of responsibility for the care of the earth and its inhabitants
- Teach the skills and knowledge necessary to develop children as geographers, including how to use, draw and interpret maps
- 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.

### Implementation

In KS2 Geography is taught through planning linked to the National Curriculum. Some elements of Geography are also taught through cross-curricular topics e.g. English, Maths, History, Science, and Global Afternoon.

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 planet's fragile environment
- Developing their knowledge of Geographical information sources

## **Expectations**

Below is a list of skills children will develop in 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, 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
- 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.

## **Planning**

### Long Term Planning

The curriculum has been organized accordingly into 3 half term units for each year group. There is a Curriculum Map for each year group to show what they are learning.

### Medium Term Planning

Teachers plan their weekly lessons using medium term plans by identifying the learning objectives for each unit and matching possible activities. This links back to the National Curriculum Schemes of Work for KS2.

Planning is saved on the school intranet and can be accessed by computer. It is the responsibility of the class teachers to ensure they save their planning in the 'Curriculum Area' under their year group for other teachers to use when necessary.

### **Assessment and Monitoring**

Book scrutinises and planning monitoring is carried out according to the subject leader action plan by the Geography subject leader. Findings are recorded and feedback is given to the Head teacher and a short summary to the whole staff.

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

## Subject Development

The Geography Lead is responsible for supporting colleagues in the teaching of Geography by informing them of current developments in the subject and by providing a strategic lead and direction for the subject in school. The Geography Lead is also responsible for evaluating strengths and weaknesses in the subject and identifying areas for improvement and development. Geography Lead release time enables the Geography Lead to fulfil their role by reviewing medium term plans, monitoring children's work, pupil voice, displays and identifying next steps for the subject.

## Resources

The resources for Geography topics are mainly based in the Resources Area. Children use a variety of atlases to help them to locate physical and human features of a place. We have an online mapping tool called Digi Map, which allows children to find locations using grid references and children can also plan, draw, edit, save and print routes they have created.

## Health and Safety Guidelines

When planning fieldwork all teachers are required to gain permission from the head teacher 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 Educational Visits Policy for more details on planning a trip.

## Equal Opportunities and SEND

Activities are carefully planned by the class teacher and differentiated where appropriate for children with SEND and equally the more able and Gifted and Talented children. Please refer to appropriate policy for more information.

At William Austin we have due regard for our duties under the Equality Act 2010. Through the delivery of the Geography curriculum, we will ensure that we: eliminate discrimination, advance equality of opportunity and foster good relations.

## Advancing Equality of Opportunity

This involves:

- Removing or minimizing disadvantages
- Taking steps to meet people's needs
- Encouraging participation in any activity in which participation by such people is disproportionately low.

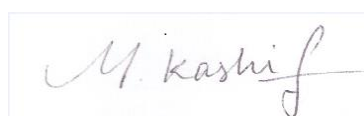
This policy will be monitored and reviewed by the Geography Co-ordinator on an annual basis.

Policy updated: September 2022

Staff responsible: Raqqia Bano

This policy was ratified by the Governing Body on: 12<sup>th</sup> October 2022

Signed on behalf of the Governing Body:



(signature)

M. Kashif - Chair of Governors

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