



Newdale Primary School and Nursery

Geography Policy

**Reviewed March 2019
Next Review March 2021**

AIMS

Geography: Led by Miss Jones and Mrs Bishton

It is our aim that all children at Newdale will understand where they are in the world and how they are linked to other places. We wish to celebrate the similarities between ourselves and others, not only in our locality but across the world. Our local environment is studied in depth across the key stages and we enhance their learning by taking them on trips to study locations further afield. Geographical enquiry is carried out inside and outside the classroom, using maps, photographs and ICT. To find out more about our teaching of Geography, please see your child's class page.

Putting Policy into Practice:

Our policy and scheme of work have been written with reference to the National Curriculum. It will allow children to develop their sense of place and space and where Telford is situated within the world. Children will be studying a range of places that link carefully with the other areas of the curriculum.

Geography is about developing knowledge, skills and understanding relating to people, places and environment at different scales, in the United Kingdom and overseas, and an appreciation of how places relate to each other and the wider world.

Children:

- Study places and themes at different scales from local to national in the United Kingdom and overseas. And investigate how people and places are linked and how they relate to the wider world;
- Study how and why physical and human features are arranged as they are in a place or environment, and how people are influenced by and affect environments;
- Focus on geographical questions like *What is it like? How did it get like this? How and why is it changing?;*

- Develop and use geographical enquiry skills, including fieldwork and IT skills, geographical terms, making and using maps, and using photographs.
- Allow children to compare and contrast various localities around the World.

Teaching and Planning Styles

Weekly planning meetings will dictate the nature of teaching, e.g. whole class, group rotation, individual, use of I.C.T. or teacher/class swap to utilise particular teacher strengths. Teachers will also meet every half term to discuss new and exciting ideas, resources and ICT activities that will enhance children's understanding even further. Plan B resources are being used across the year groups.

Time Allocation and Style of Delivery

Each year group will cover 3 Geography topics per year. During the designated half term, children will take place in a weekly Geography Session. Where possible, teachers will try to incorporate their Geography unit within their Daily Literacy and Numeracy sessions.

Children's Workbooks:

At Newdale, Children will work on their Geography topic in their designated topic book.

Resources

Geography resources are kept in GP 1 and in the trays and cupboards just outside this room. There is an up to date list of the current Geography resources in the Geography co-ordinators file. Additional Geography resources and planning are stored on the T-drive.

Monitoring

The coordinator will look at curriculum coverage for each year group at the end of each term. The coordinator will, therefore know areas covered in detail, those which need more time and assessments made.

Use of I.C.T

Where appropriate *Geography* work may be word-processed and data handled electronically. The school also has access to the Internet and therefore access to a wide variety of ICT activities and up to date interactive resources.

Personal Development

In line with our policy on teaching subject specialisms the coordinator will work alongside colleagues, provide lead lessons, monitor teaching and learning and engage in class exchange. Colleagues will be able to anonymously ask for specific CPD support.

Management and Review

The *Geography* coordinator in liaison with all staff members is responsible for updating and implementing policy and maintaining stock. The policy will be reviewed in accordance with the School Development Plan.

Gifted and Talented:

As a school, we strive to meet the needs of our *G&T* learners. We enable children to stretch and challenge themselves, through the development of

- * Thinking
- * Enquiry
- * Questioning
- * Reasoning
- * Evaluative skills

We identify *G&T* children through monitoring children who operate significantly that of their peers.

Geography Curriculum at Newdale

Foundation Stage

Through the use of Observation, Teachers in the Foundation Stage assess children's knowledge using these skills and objectives.

Understanding of the World: People and Communities

Birth to 11 months

- The beginnings of understanding of people and communities lie in early attachment and other relationships.

8 to 20 months

16 to 26 months

- Is curious about people and shows interest in stories about themselves and their family.
- Enjoys pictures and stories about themselves, their families and other people.

22 to 36 months

- Has a sense of own immediate family and relations.
- In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.
- Beginning to have their own friends.
- Learns that they have similarities and differences that connect them to, and distinguish them from, others.

30 to 50 months

- Shows interest in the lives of people who are familiar to them.
- Remembers and talks about significant events in their own experiences.
- Recognises and describes special times or events for family or friends.
- Shows interest in different occupations and ways of life.
- Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.

40 to 60+ months

- Enjoys joining in with family customs and routines.

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Early learning goal - people and communities

Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy

the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

Understanding of the world: The World

Birth to 11 months

- Moves eyes, then head, to follow moving objects.
- Reacts with abrupt change when a face or object suddenly disappears from view.
- Looks around a room with interest; visually scans environment for novel, interesting objects and events.
- Smiles with pleasure at recognisable playthings.
- Repeats actions that have an effect, e.g. kicking or hitting a mobile or shaking a rattle.

8 to 20 months

- Closely observes what animals, people and vehicles do.
- Watches toy being hidden and tries to find it.
- Looks for dropped objects.
- Becomes absorbed in combining objects, e.g. banging two objects or placing objects into containers.
- Knows things are used in different ways, e.g. a ball for rolling or throwing, a toy car for pushing.

16 to 26 months

- Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking.
- Remembers where objects belong.
- Matches parts of objects that fit together, e.g. puts lid on Teapot.

22 to 36 months

- Enjoys playing with small-world models such as a farm, a garage, or a train track.
- Notices detailed features of objects in their environment.

30 to 50 months

- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
- Can talk about some of the things they have observed such as plants, animals, natural and found objects.

- Talks about why things happen and how things work.
- Developing an understanding of growth, decay and changes over time.
- Shows care and concern for living things and the environment.

40 to 60+ months

- Looks closely at similarities, differences, patterns and change.

Early learning goal - the world

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the 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.

Key Stage One		
Year Group	Objectives	Topics / Themes
1	<p>Locational knowledge:</p> <ul style="list-style-type: none"> Name and locate four countries and capital cities of the United Kingdom and its surrounding seas Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p>Human and physical geography:</p> <ul style="list-style-type: none"> 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 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 <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> Use world maps, atlases and globes to identify the United Kingdom and its countries,. 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 Use simple fieldwork and observational skills to study the geography of their school and its grounds. 	<p>UK cities and capitals (Humans and Physical features and Locational knowledge)</p> <p>What's the weather like where we live? What's the weather like around the world? Weather patterns of the world.</p> <p>Throughout all SoW</p> <p>Around our school Human and Physical features *Basic mapping skills, Fieldwork My route to school.</p>
	Children should go into YR2 knowing UK capital cities	
2 Revise Year 1 objectives and teach adjacent.	<p>Locational knowledge:</p> <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans <p>Place knowledge:</p> <ul style="list-style-type: none"> 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 	<p>The World *Continents of the world * Where we live - United Kingdom</p>

	<p>Human and physical geography:</p> <ul style="list-style-type: none"> 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 <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> 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 [for example, near and far; left and 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 key human and physical features of its surrounding environment. 	<p>Australia and Telford</p> <p>Throughout all SoW</p> <p>Beyond the school gates - our local area and map makers..</p>
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Key Stage Two		
Year Group	Objectives	Topics / Themes
<p>3</p> <p>Geographical skills and fieldwork:</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Locational knowledge:</p> <p>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</p> <p>Place knowledge:</p> <p>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.</p> <p>Human and physical geography:</p>	<p>Recap on KS 1: Focus on UK, especially linked to Romans</p> <p>Italy (Compare with Telford)</p> <p>Throughout SoW</p> <p>Mapping the world.</p>

	<p>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</p> <p>Geographical skills and fieldwork:</p> <p>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</p>	
4	<p>Locational knowledge:</p> <p>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</p> <p>Place knowledge:</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.</p> <p>Human and physical geography:</p> <p>Describe and understand key aspects of: physical geography, including: the water cycle</p> <p>Geographical skills and fieldwork:</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Countries of the world(Plan Bee unit)</p> <p>The Water Cycle</p> <p>Marvellous Maps(Plan Bee)</p>

<p style="text-align: center;">5</p> <p>Geographical skills and fieldwork:</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Locational knowledge:</p> <p>North America, concentrating on environmental regions, Key physical and human characteristics, countries, and major cities</p> <p>Human and physical geography:</p> <p>Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains,</p> <p>Place knowledge:</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.</p> <p>Geographical skills and fieldwork:</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>The USA</p> <p>Rivers and Mountains (Mountains: Alps)</p> <p>Spain (Plan bee)</p> <p>Throughout SoW</p>
<p style="text-align: center;">6</p> <p>Geographical skills and fieldwork:</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Locational knowledge:</p> <p>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)</p> <p>Locate South America, concentrating on their environmental regions, Key physical and human characteristics, countries, and major cities</p> <p>Human and physical geography:</p> <p>Describe and understand key aspects of: physical geography, including: volcanoes and earthquakes.</p> <p>Geographical skills and fieldwork:</p>	<p>Case Study: Arthog and coasts</p> <p>South America (Plan B unit)</p> <p>Mapping The united kingdom (plan B unit)</p>

	<p>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.</p>	
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