



Godmanchester
Bridge Academy

Geography Policy - January 2018

Together We Inspire Enjoy Achieve

Introduction

At Godmanchester Bridge Academy we believe that Geography is an essential part of the curriculum and teachers ensure that 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

The Geography Curriculum aims to:

- Inspire a curiosity and fascination about the world and its people.
- Develop knowledge and understanding of diverse places, people, resources and natural and human environments.
- Develop knowledge and understanding of the formation of landscapes and environments. How the Earth's features at different scales are shaped, interconnected and change over time.
- Develop the skills needed to enquire where places are, what they are like, how and why they are changing and how they are connected to other places.
- Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.
- Collect, analyse, interpret and apply a range of sources of geographical information including maps, diagrams, globes, aerial photographs and geographical information systems (GIS).
- Children experience fieldwork that deepens understanding of geographical processes through a collection of a range of data.
- Uses real places, real experiences and real issues to make the geography 'come alive'.

Thematic Approach

At Godmanchester Bridge Academy, our curriculum design gives each year group the opportunity to cover a broad range of themes and subjects. Themes last approximately one half term depending on the amount of content and the children's interests. In some cases, projects may be taught for a shorter period, for example during a science or art week.

Our geography curriculum is broad, balanced and meets the requirements of the national curriculum. It has a project-based, thematic approach and provides children with a range of rich and memorable learning experiences. Some projects have a geography focus, and others will have less of a geographical emphasis.

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.
- Developing their knowledge of Geographical information sources.

Expectations

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

Early Learning Goals

In Foundation, as part of the 'Understanding of the World' strand, the children are given the opportunity to look closely at:

- Similarities and differences in relation to places
- Find out about the environment
- Making observations and discussing changes

Key Stage 1

Location knowledge

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

Place knowledge

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

- 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

Geographical skills and fieldwork

- 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 (e.g. 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 geography of their school and its grounds and the key human and physical features of its surrounding environment.

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 and their 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.
- Use maps, atlases, globes and digital computer mapping to locate countries and describe features studied.

Human and Physical Geography

- Describe and understand key aspects of physical geography including biomes, climate zones, vegetation belts, mountains, volcanoes, earthquakes and the water cycle.
- Describe and understand key aspects of human geography including types of settlement and land use, distribution of natural resources including energy, food, minerals and water. Understanding geographical differences and similarities through the study of physical and human geography of a region in North or South America.

Geographical skills and fieldwork

- Use fieldwork to observe, record, measure, present and explain the human and physical features in the local area using a range of methods including sketch maps, plans, graphs and digital technologies.

Resources

All resources are kept in the classrooms for all year groups.

Health and Safety

Health and safety issues are very important and relevant to geographical fieldwork and visits, it is important that all staff adhere to Policy for the Management of Educational Visits and Learning Outside the Classroom especially regarding staff/pupil ratio, supervision near water, water safety, hygiene etc. Risk Assessments are carefully considered prior to visits and evaluated on return.

Equal Opportunities and Inclusion

As a school we aim to provide effective learning opportunities for all pupils in this curricular area. Every child should have the opportunity to experience success in learning and achieve as high a standard as possible, whilst recognising the pupils' learning needs. The Geography curriculum is available to all children regardless of gender, cultural background, educational need, religion etc. Children with educational needs will have the same access to Geography, although it may be necessary to differentiate the Geography curriculum to suit their needs. It is our belief that these children experience success and suitable learning challenges through the Geography curriculum.

School and Community links

Godmanchester Bridge Academy has close links with its community and should be alert to opportunities to develop links within the locality. Visitors and parents are encouraged to participate wherever possible and assist on fieldwork and visits.

Assessment and Recording

At Godmanchester Bridge Academy, we will respond to pupils' work by:

- Checking that the children have understood the learning objectives
- Checking that the children know how/when they have achieved them
- Encouraging them to identify, and subsequently work to, agreed success criteria (at an age appropriate level)
- Observing the children at work, listening and discussing with them
- Asking pupils to comment/reflect upon their progress; offering constructive comments on the progress made
- Marking and annotating work in line with the school's Marking Policy and providing opportunities for children to respond to the comments made on their own work

Subject Development

The Geography Coordinator 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 coordinator is also responsible for evaluating strengths and weaknesses in the subject and identifying areas for improvement and development.

Policy Review

The geography policy will be reviewed by the co-ordinator and the senior management team and up-dated where necessary.

Policy Details

Date

Name

Policy approved by Senior Management:

Policy approved by Senior Governor

Date of next review:

Policy Section: Section 1A – Curriculum Policies (Pupils)

Policy reference: