



## MIDDLETON PARISH CHURCH SCHOOL

### History Policy

### *Excellence, Truth & Grace*

#### **RATIONALE**

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. In Geography, children find evidence, consider it and reach their own conclusions. To do this, they need to research, sift through evidence and argue their point of view - skills that are essential in adult life.

#### **Aims**

Geography is a foundation subject within the National Curriculum. In line with this pupils should: -

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics
- 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

Pupils should be 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.

#### **National Curriculum**

##### **Key Stage 1**

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.

**Pupils should be taught to: -**

- 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
- 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
- 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
- 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 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.

**Pupils should be taught to: -**

- 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)
- 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
- 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
- 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.

## **Curriculum and School Organisation**

In order to achieve the aims outlined, the teaching of Geography at Middleton Parish Primary School organises Geography into a combination of topics and themes.

Geography is taught by all class teachers and planning at a year group level ensures that classes within a year group cover the same areas of work. People with an interest, or expertise, in a particular topic or area of Geography could be invited into school to work with the children. These might be parents, grandparents, other family members, neighbours or representatives of the local community.

Approaches to teaching relate to the geographic content and the expected outcomes of learning. Whole class teaching might be suitable for acquiring knowledge, while discussion in small groups gives opportunities for investigation work with artefacts. Role-play and simulation activities may help develop understanding and empathy.

As well as taking its own part in the school Curriculum, Geography contributes to the wider aims of Primary Education helping children to develop their learning in a cross-curricular way, e.g. quality texts are used in Reading and Writing which where possible link to the Geography programme of study.

The requirements of the National Curriculum and the age and ability of the children at Middleton Parish Primary School influence the resources employed.

- Artefacts, pictures and photographs, stories, myths and legends, written sources including documents and printed sources, computer-based materials and computer-generated simulation activities.
- Music
- Adults talking about the places
- Buildings and sites, educational visits, the use of fieldwork

## **Health and Safety**

Visits by pupils to the immediate locality and sites of interest are an essential part of the Geography Curriculum. Visits should be well-organised and provide a stimulating and valuable experience. The pupils should prepare well for the visit and, on their return, use the experience to good effect in the classroom. The class teacher, or leader, should plan the visit meticulously well in advance.

## **Assessment, Recording and Reporting**

Assessment in Geography is currently being updated in accordance with the new curriculum and assessment procedures. Due to the removal of levels children will be assessed against 3 criteria; WTS (Working towards the expected standard), EXS (At the expected standard), GDS (Greater Depth Standard). Teachers should judge which description best fits the pupil's performance. It is important in the assessment of Geography that the children can use their knowledge, skills and understanding to describe events and to give explanations why people acted as they did. Pupils should also be able to record their knowledge in a variety of ways, using dates and geographic terms.

## **Equal Opportunities**

All teaching and non-teaching staff should ensure that all pupils, irrespective of gender, ability, ethnicity and social circumstances, have access to, and make the greatest progress possible, in all areas of the Curriculum. Geography provides opportunities for teaching that reinforces this ideal.

## **Special Educational Needs**

Children with Special Educational Needs are taught the full Geography Curriculum which is tailored by their teacher to meet their needs. Some children may receive additional support to help them take a full and active role in Geography lessons. Tasks will be adapted if necessary to help children to succeed and reach their potential.

## **Spiritual, Moral, Social and Cultural Development through Geography**

### **Spiritual Development:**

- Beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values;
- Sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible;
- Use of imagination and creativity in their learning;
- Willingness to reflect on their experiences.

### **Moral Development**

- Understanding of the consequences of their actions and others;
- Interest in investigating, and offering reasoned views about, moral and ethical issues.

### **Social Development**

- Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds;
- Interest in, and understanding of, the way communities and societies function at a variety of levels.

### **Cultural Development:**

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage;
- Willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities;
- Interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.