



# Geography Policy

**Reviewed and Updated:**

**February 2018**

## School Vision and Mission

Our vision is that every single member of our community will love, learn and grow together. This is achieved by:

- Celebrating what we are good at
- Challenging ourselves and doing our very best in our work
- Loving and respecting ourselves and each other
- Knowing that we are loved for being just how God made us
- Accepting that everyone is special



To achieve these aims all learners, staff, parents and governors will work together.

## School Aims

\*To provide an exciting curriculum with learning activities that enthuse, engage and motivate children to learn and foster their curiosity, enquiring mind and enthusiasm for learning, allowing each child to achieve their full potential.

\*To provide a secure and safe environment, for children to work and play, in which they are encouraged to develop moral values and respect for others

\*To provide multicultural links representative of our children's family cultures and backgrounds.

- To provide a learning environment that is ordered, in an atmosphere that is purposeful and where children feel safe

- To foster strong links between home and school, recognising the importance of parental involvement in their children's learning ensuring they are valued

\*To give children an education for life, where they are able to learn how to become effective and reliable members of the wider community and foster ambition and expectation to carry through to adult life

## Expectations and Standards

Geography is an important area of children's learning as it helps them:

- feel a sense of place in local, national and wider world
- relate to the world they live in, both on a local and a global scale
- understand global dimensions of the world and the issues faced
- make sense of the world around them, through opportunities to study and discuss places and environments.
- understand that places interlink and impact each other in many ways



### **Aims and Objectives** (*National Curriculum 2014*)

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 framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

#### Aims:

- 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

### **Planning, Progression and Continuity**

Planning will follow the National Curriculum 2014, which is divided in to 4 sections

- Locational knowledge
- Place knowledge
- Human and physical geography
- Geographical skills and fieldwork

For each of these sections, there are separate objectives for KS1 and KS2. Teaching staff from each Key Stage have discussed which of these objectives are most appropriate for each year group and these have been divided up. By dividing these in to year groups, full coverage of the curriculum is ensured. Our curriculum planning is based on a 1- year cycle (see Appendix 1). Staff then plan medium and short term plans from the long term plan.

We plan on a 1-year cycle to ensure each year group covers the required objectives. A 1 -year cycle ensures children are taught knowledge and skills (see appendix 2) that are progressive and can be built upon each year. Our long-term overview maps the geography topics studied in each term during each key stage. In some cases, we combine the geographical study with work in other subject areas, especially history. At other times we



arrange for the children to carry out a geographical study independently. British values and multicultural links are made throughout.

Each class teacher creates a plan for each lesson, including specific learning objectives. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the scheme of work, we offer them an increasing challenge as they move up the school.

Throughout, teachers ensure English and maths skills are incorporated into geography study, allowing core subjects to be built upon through a range of topics. Where appropriate ICT is used, for example: child led research, map work and photographs for analysing. Where possible teachers plan to include field work, especially so when studying the local area.

### **Assessment, Feedback and Marking**

It is expected that work will be assessed in keeping with the school's assessment policy. We assess the children's work in geography by making informal judgements as we observe the children during lessons. Assessments will be recorded on a subject and Key stage specific assessment spread sheet (see Appendix 3). Work will be differentiated by ability where necessary and once children have completed a piece of work it will be marked according to the school marking policy. Where appropriate, children should be provided with feedback (verbal or written) which allows them to focus on the next steps in their learning. After receiving feedback children should have the opportunity to respond to it (orally or in writing as appropriate)

### **Inclusion**

We teach geography to all children, whatever their ability. Geography forms part of the broad and balanced education that all children are entitled to. Through our geography teaching we provide learning opportunities that match the needs of children with learning difficulties and we take into individual's needs and abilities.

### **Resources**

We have a range of atlases in school as well as topic books in the library. Staff utilise the Internet where possible for up to date resources from both educational sites as well as news, images, maps etc. During the next academic year, a review of resources will be undertaken and staff will be able to request additional resources (amount linked to budget constraints).



### **Role of Subject Leader**

The expectation of subject leaders is outlined in appendix 3.

### **Role of Teacher Teachers**

Class teachers are responsible for the learning and progress in geography for all the children in their class, as well as planning and resourcing appropriately differentiated learning opportunities.



**Appendix 1  
Long Term Plan**

	<b>Term 1 and 2</b>		<b>Term 3 and 4</b>		<b>Term 5 and 6</b>	
<b>Year 1</b>	Map Skills		UK and it's capitals and counties		Local area	
<b>Year 2</b>	Name and locate the seven continents and five oceans.	Plot pirate travels on a map. Use simple compass directions (N, S, E, W) to describe the location of features and routes on a map.	Use a map to locate London and Sheffield in relation to the rest of the UK. Use simple compass directions (N, S, E, W) to describe the location of features and routes on a map. Devise a simple map, use and construct a key.	Name human and physical features using geographical vocabulary. Identify these features in aerial photographs and on a map.	Study of physical and human geographical features of Kenya a non-European country. Contrast physical/human features of Sheffield. Use simple fieldwork and observational skills to study the geography of our school and the key physical/human features of the surrounding environment.	
<b>Year 3</b>	Settlements and land use		Locating world countries		Mountains Trade links	
<b>Year 4</b>	Map skills Whole word, long/lat, equator Locational knowledge		Settlements and land use		Mountains Trade links	
<b>Year 5</b>	Map skills Grid references		Rivers		Mountains Trade links	
<b>Year 6</b>	Locality study – Castleton Geographical features		Contrasting locality – South America		Biomes Climate zones	



## Appendix 2 Skills Maps

FS2	Term 1 Changes – Starting school , learning to learn , Autumn babies	Term 2 Light – Space, Diwali, Hanukah and Christmas	Term 3 Let it Go – Transport, Winter, Robots	Term 4 Superpowers- Superheroes, Lent , Spring	Term 5 Growing – Plants , Pentecost , Life cycles	Term 6 All aboard! – Holidays, Summer, Pirates
	<p><b>Relationships</b> Playing co-operatively, taking turns with others.</p> <p>Showing sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p><b>Moving and handling</b> Handles tools, objects, construction and malleable materials safely and with increasing control.</p> <p>Shows a preference for a dominant hand.</p> <p>Begins to use anticlockwise movement and retrace vertical lines.</p> <p><b>Health and self-care</b> Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p> <p><b>Writing</b> Gives meaning to marks they make as they draw, write and paint.</p> <p>Writes own name</p> <p><b>The world</b> Looks closely at similarities, differences, patterns and change.</p>	<p><b>Speaking</b> Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>Uses language to imagine and recreate roles and experiences in play situations.</p> <p><b>Reading</b> Continues a rhyming string.</p> <p>Hears and says the initial sound in words.</p> <p>Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</p> <p><b>Writing</b> Can segment the sounds in simple words and blend them together.</p> <p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>Writes own name and other things such labels, captions.</p> <p><b>People and Communities</b> Enjoys joining in with family customs and routines.</p>	<p><b>Understanding</b> Children follow instructions involving several ideas or actions.</p> <p>They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p><b>Moving and handling</b> Begins to form recognisable letters.</p> <p>Uses a pencil and holds it effectively to form recognisable letters,</p> <p><b>Reading</b> Begins to read words and simple sentences.</p> <p><b>Writing</b> Attempts to write short sentences in meaningful contexts.</p> <p><b>The World</b> Children know about similarities and differences in relation to places, objects, materials and living things.</p> <p><b>Technology</b> Children recognise that a range of technology is used in places such as homes and schools.</p>	<p><b>Listening</b> Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p><b>Speaking</b> They develop their own narratives and explanations by connecting ideas or events.</p> <p><b>Reading</b> Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p><b>Writing</b> Attempts to write short sentences in meaningful contexts.</p> <p><b>People and Communities</b> Shows interest in different occupations and ways of life.</p> <p>Enjoys joining in with family customs and routines.</p> <p>They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p><b>Moving and handling</b> Children show good control and co-ordination in large and small movements. They handle equipment and tools effectively, including pencils for writing.</p> <p><b>Health and self-care</b> Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p> <p><b>Reading</b> Enjoys an increasing range of books.</p> <p>Knows that information can be retrieved from books and computers</p> <p><b>Technology</b> They select and use technology for particular purposes.</p> <p><b>The World</b> They make observations of animals and plants and explain why some things occur, and talk about</p> <p><b>Media and materials</b> They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p>	<p><b>Speaking</b> They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p><b>Reading</b> Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately.</p> <p>They demonstrate understanding when talking with others about what they have read.</p> <p><b>People and Communities</b> Children talk about past and present events in their own lives and in the lives of family members.</p> <p><b>The World</b> They talk about the features of their own immediate environment and how environments might vary from one another.</p>



FS2	Term 1 Changes – Starting school , learning to learn , Autumn babies	Term 2 Light – Space, Diwali, Hanukah and Christmas	Term 3 Let it Go – Transport, Winter, Robots	Term 4 Superpowers- Superheroes, Lent , Spring	Term 5 Growing – Plants , Pentecost , Life cycles	Term 6 All aboard! – Holidays, Summer, Pirates
		<p><b>The world</b> Children know about similarities and differences.</p> <p><b>Technology</b> Completes a simple program on a computer.</p> <p>Uses ICT hardware to interact with age-appropriate computer software.</p> <p><b>Media and materials</b> Begins to build a repertoire of songs and dances.</p> <p>Explores what happens when they mix colours.</p> <p>Experiments to create different textures.</p> <p>Children sing songs, make music and dance, and experiment with ways of changing them.</p> <p><b>Being imaginative</b> Plays cooperatively as part of a group to develop and act out a narrative.</p>	<p><b>Media and materials</b> Understands that different media can be combined to create new effects.</p> <p>Manipulates materials to achieve a planned effect.</p> <p>Constructs with a purpose in mind, using a variety of resources.</p> <p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p><b>Being imaginative</b> Children use what they have learnt about media and materials in original ways.</p>	<p><b>Being imaginative</b> Introduces a storyline or narrative into their play.</p> <p>Plays alongside other children who are engaged in the same theme.</p>		



Y1	Term 1 Term 2	Term 3 Term 4	Term 5 Term 6
Geography	<p>Where animals come from</p> <ul style="list-style-type: none"> <li>Name and locate the world's seven continents and five oceans</li> <li>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> <li>Talk about places far away that are different to my area. Use aerial photographs and plans- Google Earth</li> </ul>	<p>UK and its capitals and countries</p> <ul style="list-style-type: none"> <li>Use world maps, atlases and globes to identify the United Kingdom and it's countries.</li> <li>Name locate and identify characteristics of the four countries and capital cities of the United Kingdom.</li> <li>Use basic geographical vocabulary to refer to physical geographic features.</li> <li>Use basic geographical vocabulary for key human features.</li> </ul>	<p>Local Area</p> <ul style="list-style-type: none"> <li>Use simple fieldwork and observational skills</li> <li>Draw maps, plans and sketches of local places.</li> <li>Draw labelled diagrams about an area using geographical language.</li> <li>Find routes using maps and find the longest and shortest routes.</li> <li>Use simple compass directions and locational and directional language</li> <li>Use basic geographical vocabulary for key human features.</li> <li>Use the right geographical words to describe features (Eg: temperature, transport, industry)</li> <li>Use the computer to draw graphs of information and use it to answer questions.</li> </ul>



Y2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Geography	<ul style="list-style-type: none"> <li>Use world maps, atlases and globes to identify the United Kingdom and it's countries.</li> <li>Name locate and identify characteristics of the four countries and capital cities of the United Kingdom.</li> <li>Use basic geographical vocabulary to refer to physical geographic features.</li> <li>Use basic geographical vocabulary for key human features.</li> <li>Name and locate the world's seven continents and five oceans</li> <li>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> <li>Talk about places far away that are different to my area. Use aerial photographs and plans- Google Earth</li> </ul>	<ul style="list-style-type: none"> <li>Find routes using maps and find the longest and shortest routes.</li> <li>Use simple compass directions and locational and directional language</li> </ul>	<p>Use a map to locate London and Sheffield in relation to the rest of the UK.</p> <p>Use simple compass directions (N, S, E, W) to describe the location of features and routes on a map.</p> <ul style="list-style-type: none"> <li>Devise a simple map, use and construct a key.</li> </ul>		<ul style="list-style-type: none"> <li>Use simple fieldwork and observational skills</li> <li>Draw maps, plans and sketches of local places.</li> <li>Draw labelled diagrams about an area using geographical language.</li> <li>Find routes using maps and find the longest and shortest routes.</li> <li>Use basic geographical vocabulary for key human features.</li> <li>Use the right geographical words to describe features (Eg: temperature, transport, industry)</li> <li>Use the computer to draw graphs of information and use it to answer questions.</li> </ul>	



Y3	Term 1 and Term 2	Term 3 and Term 4	Term 5 and Term 6
Geography	<p style="text-align: center;"><b>Settlement and Land Use</b></p> <ul style="list-style-type: none"> <li>• Draw maps and plans of local places.</li> <li>• Understand how people improve their environment.</li> <li>• Draw maps and plans of local places</li> <li>• Use atlases to locate page numbers for information</li> <li>• Locate the world's countries. Look at their environment regions, key physical and human characteristics and major cities</li> <li>•</li> </ul>	<p style="text-align: center;"><b>Locating world Countries</b></p> <ul style="list-style-type: none"> <li>• Use world maps, atlases and globes to identify the United Kingdom and its countries.</li> <li>• Use the right geographical words to describe features (Eg. Temperature, transport, industry)</li> <li>• Use atlases to locate page numbers for information. Locate the countries of Europe, including Russia. Look at their environmental regions and major cities</li> <li>• Locate the world's countries. Look at their environment regions, key physical and human characteristics and major cities.</li> <li>• Use maps, atlases, globes and digital mapping to locate countries and describe features.</li> <li>• Locate the countries of Europe, including Russia. Look at their environmental regions and major cities.</li> <li>• Use the right geographical words to describe features- (Eg. Temperature, transport, industry)</li> <li>• Use atlases to locate page numbers for information.</li> <li>• Draw maps and plans of local places. Understand how people improve their environments.</li> </ul>	<p style="text-align: center;"><b>Mountains and Trade Links</b></p> <ul style="list-style-type: none"> <li>• Use world maps, atlases and globes to identify the United Kingdom and its countries.</li> <li>• Use maps, atlases, globes and digital mapping to locate countries and describe features.</li> <li>• Use the 8 points of the compass, 4 figure grid references, symbols and keys to build knowledge of the United Kingdom and the wider world.</li> <li>• Identify the position and significance of- latitude and longitude, the Equator, Northern and southern hemispheres, Tropics of Cancer and Capricorn, Arctic and Antarctic circle, the Prime/ Greenwich Meridian and time zones.</li> </ul>



Y4	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 4 Geography	<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>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</li> </ul>	<p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>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.</li> </ul>	<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>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</li> </ul>	<p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>use the eight points of a compass, four-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world</li> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul>	<p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>describe and understand key aspects of: <ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and the water cycle.</li> </ul> </li> </ul>



Y 5	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Geography	<ul style="list-style-type: none"> <li>• Use a compass</li> <li>• Read symbols on an Ordnance Survey map.</li> <li>• Use six figure grid references.</li> <li>• Record information on graphs, tables and charts.</li> <li>• Plan a route and work out the distance using a map scale.</li> <li>• Plan a journey on public transport from timetables.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a compass</li> <li>• Read symbols on an Ordnance Survey map.</li> <li>• Use six figure grid references.</li> <li>• Record information on graphs, tables and charts.</li> <li>• Plan a route and work out the distance using a map scale.</li> <li>• Plan a journey on public transport from timetables.</li> </ul>	<ul style="list-style-type: none"> <li>• Record information on graphs, tables and charts.</li> <li>• Plan a route and work out the distance using a map scale.</li> <li>• Plan a journey on public transport from timetables.</li> </ul>	<ul style="list-style-type: none"> <li>• Record information on graphs, tables and charts.</li> <li>• Plan a route and work out the distance using a map scale.</li> <li>• Plan a journey on public transport from timetables.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a database to record information.</li> <li>• Identify how changes to a place will affect people living there.</li> <li>• Understand how people improve their environments.</li> <li>• Measure wind speed, rainfall and noise levels around school.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a database to record information.</li> <li>• Identify how changes to a place will affect people living there.</li> <li>• Understand how people improve their environments.</li> <li>• Measure wind speed, rainfall and noise levels around school.</li> </ul>



Y6	Term 1		Term 3		Term 5	
Geography	<p><b>Local study – Castleton/Geographical features</b></p> <ul style="list-style-type: none"> <li>• Use a database to record information.</li> <li>• Record information on graphs, tables and charts.</li> <li>• Plan a route and work out the distance using a map scale.</li> <li>• Use six figure grid references.</li> <li>• Plan a journey on public transport from timetables</li> <li>• Read symbols on an ordinance survey map.</li> </ul>		<p><b>Contrasting Locality – South America</b></p> <ul style="list-style-type: none"> <li>• Identify how changes to a place will affect people living there.</li> <li>• Understand how people improve their environments.</li> <li>• Identify time differences around the world</li> <li>• Identify similarities and differences between localities</li> </ul>		<p><b>Biomes/Climate Zones</b></p> <ul style="list-style-type: none"> <li>• Identify the position and significance of- latitude and longitude, the Equator, Northern and southern hemispheres, Tropics of Cancer and Capricorn, Arctic and Antarctic circle, the Prime/ Greenwich Meridian and time zones.</li> <li>• Understand how natural phenomena can create or change a place. E.g. Plate tectonics- earthquakes and volcanoes, floods, weather etc.</li> <li>• Measure wind speed, rainfall and noise levels around school.</li> </ul>	



## Appendix 3

### Subject Leader Responsibilities

1. To be **accountable** for your area(s) of responsibility, including successes, issues, rate of improvement etc.
2. To articulate a clear **vision** for your area(s) of responsibility ensuring that it links seamlessly to our academy vision and mission based on an excellent and **up-to-date knowledge** of your area(s) and SJF.
3. To develop/implement costed **three-year action plan** to ensure a sustainable high quality provision.
4. To develop a **policy** for all areas of responsibility to ensure that all statutory requirements are addressed and then **review** and **develop** it to ensure that it remains current, reflects actual practice and takes account of changing needs and expectations.
5. To ensure that the curriculum relating your area(s) of responsibility fulfils all requirements of the **National Curriculum** and is rich, exciting, inspiring whilst promoting **British values** to all learners where appropriate.
6. To **champion** your area(s) of responsibility and ensure a high visibility throughout our setting in all classes and learning areas and that the quality of displays – including pupils' work - is high.
7. To develop **resources** to maximise opportunities for all pupils to enjoy and achieve.
8. To develop a robust and relevant **assessment** system for your area(s) of responsibility; which links to the National Curriculum and national expectations and use findings to inform the SLMT, SES and SIP.
9. To manage **assessment/tracking/data management** within area(s) of responsibility.
10. To **quality assure** provision and practice through **regular monitoring and evaluation** including the quality of planning, teaching and learning, children's work, pupil progress and achievement, displays and resources in order to identify and act upon areas of improvement/decline and strength/weakness.
11. To **report/feedback** on findings/actions/next priorities to the Leadership & Management Team, other staff, Governor and others where appropriate (including parents/carers, Ofsted, HMI, the local authority, the Diocese of Hallam, consultants working to support our development, network partners etc.).
12. To develop and support staff through focused 1:1 support and **CPD** related to area(s) of responsibility.
13. To **network** with colleagues in a range of other high quality settings – in Sheffield and in other areas - to quality assure our provision, share best practice, learn lessons, moderate judgements about our provision and our pupils' outcomes within your area(s) of responsibility.
14. To ensure that all appropriate opportunities are taken to consolidate/raise **English and Mathematics standards** within your area(s) of responsibility.
15. To promote the increased and appropriate **use of ICT** within area(s) of responsibility.
16. To manage **pupil interventions** within your area(s) where appropriate in conjunction with the Leader for Inclusion – to ensure that all learners are engaged.
17. To ensure **readiness for Ofsted** inspection in terms of your area(s) of responsibility.
18. To liaise with (and report to) your designated **Link Governor** regularly and the wider Governing Body when required.
19. To produce and share an **annual summary report** about subject area(s) for publication on the website.
20. To **help other subject leaders** in other areas where designated as the 'support'.