



Warden House Primary School Geography Policy

Review date: Summer Term 2018

Aims:

Geography at Warden House Primary School is a valued part of the curriculum, providing a purposeful means for exploring, appreciating and understanding the world in which we live and how it has evolved. Geography explores the relationship between the Earth and its people through the study of place, space and environment. In Geography, pupils learn the skills of understanding a locality and how and where people fit into its overall structure. Geography encourages children to learn through experience, particularly through practical activities.

Pupils will:

By the end of each key stage, know, can apply and understand the matters, skills and processes specified in the relevant programmes of study.

The Foundation Stage

In Reception pupils will:

Follow the Development Matters statements for Geography, which can be mainly found in the EYFS Specific Area of 'Understanding the World', which allows children to:

- Know about similarities and differences in relation to places.
- Talk about how environments vary from one to another.

Key Stage 1

In Year 1 and 2 pupils will:

- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.
- Use aerial images and plan perspectives to recognise landmarks and basic features.
- Name and locate the world's continents and oceans.
- Understand geographical similarities and differences through studying human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.
- Use basic geographical vocabulary to refer to key physical features and key human features of geography.
- Devise a simple map and use and construct basic symbols in a key and use simple grid references.

Key Stage 2

In year 3, 4 pupils will:

- Use maps, atlases and globes to locate countries and describe geographical features.
- Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics.
- Describe geographical similarities and differences between countries.
- Describe key aspects of physical and human geography.

- Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.

In year 5 and 6 pupils will:

- Identify and describe how the physical features affect the human activity of a location.
- Name and locate some of the countries and cities of the world and their identifying human and physical characteristics.
- Identify and describe the geographical significance of latitude, longitude and the Equator.
- Understand some of the reasons for geographical similarities and differences between countries.
- Describe and understand key aspects of physical and human geography.
- Create maps of locations and identifying patterns.

Differentiation and SEN

In all classes there are children of differing ability and age. We recognise this fact and provide suitable learning opportunities for all children (including those who may be gifted and talented or have additional needs) by matching the challenge of the task to the ability of the child. Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability.

Cross curricular links

Cross curricular opportunities will be provided within subjects, which include English, Maths, Science, Art, History, RE and PSHE. This will be delivered in a creative and irresistible way.

Equal opportunities

All children are entitled to an enriched, broad and balanced Geography Curriculum.

Health & safety

Any trips outside of the school must be risk assessed.

Assessment, recording and reporting

The Geography subject leader and class teacher are responsible for assessment, attainment and monitoring the standard of the children's work and the quality of teaching in Geography through class track and in line with the school's assessment policy. The subject leader is responsible for supporting colleagues in the teaching of Geography, for being informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school.

The role of the subject manager

The subject leader will complete an annual action plan where they will evaluate the strengths and weaknesses in the subject and indicate areas for further improvement. Throughout each academic year, the subject leader must undertake monitoring of Geography across the whole school.

Review

This policy will be reviewed by the *Senior* Leadership team as part of the school's two-year review cycle to evaluate the school's progress towards its computing targets, with additional required action to be identified and tracked by the Computing manager. Progress will be discussed with the school senior leadership team and reported to the governors. This evaluation will form the basis for an action plan, which will then inform the school Short Term Plan.

This Policy was written by Kara Robertson – Subject Leader