



Geography Policy

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Principle Academy Vision

The Pioneer Academy promotes and achieves excellence by ensuring the very best care and guidance for every child within our family of schools. It recognises the importance of outstanding learning and teaching by actively encouraging creativity and innovation, whilst having consistent standards of behaviour and attendance. Treating everyone as equal, whilst celebrating diversity, is a non-negotiable; protecting all through safeguarding, health and safety and welfare is paramount.

School Vision

At Holland Junior School we are a happy, friendly and caring school at the heart of our community. Hand in hand with our families, we have high expectations which nurture the successes, growth and happiness of every child. Children will leave our school with lasting memories and the skills to blossom in their future.

Aims

Our aims are to ensure that every child at Holland Junior receives a high-quality geography education that will:

- Enable children to develop a knowledge of globally significant places- both terrestrial and marine.
- Allow children to understand the key interdependent physical and human geographical features of the world, and how these change over time.
- Ensure children are experienced in fieldwork that deepens their understanding of geographical processes.
- Give children the opportunity to interpret a range of sources including: maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)

Roles and Responsibilities

The **subject leader** is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Reviewing changes to the national curriculum and advising on their implementation.
- Monitoring the learning and teaching of geography, providing support for staff where necessary.
- Encouraging staff to provide a range of learning opportunities for pupils.
- Organising the deployment of resources and carrying out an annual resources audit.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring common standards are met for recording and assessment.
- Advising on the contribution of geography to other curriculum areas, including cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for development of geography in subsequent years.

The **classroom teacher** is responsible for:

- Acting in accordance with Holland Junior School Geography Policy, ensuring that lessons are taught in line with the school's Health and Safety Policy at all times.
- Liaising with the geography coordinator about key topics, resources and supporting individual pupils.
- Ensuring that all of the relevant content is covered within the school year.
- Monitoring the progress of pupils in their class and reporting this on an annual basis.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the senior leadership team (SLT).
- Undertaking any training that is necessary in order to effectively teach the subject.

Curriculum

In KS2, geography is taught using the appropriate themes from IPC (International Primary Curriculum).

Programme of study

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:

Locational 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, 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

Human and physical geography

- ♣ 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

Geographical skills and fieldwork

- ♣ 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.

Teaching and Learning

Through their work in geography, children learn about their local area and compare their life in this area with that in other regions in the United Kingdom and in the rest of the world. As pupils progress, they deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. They learn how to draw and interpret maps and use subject-specific vocabulary relating to human and physical geography, with accuracy and confidence. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in different societies, helping to develop a sense of other cultures, and how nations rely on each other. 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. The learning for each lesson is informed by the national curriculum 2014 and children are guided towards this within each lesson through the use of steps for success. Teaching and learning in geography is supported by a wealth of resources, including access to online platforms. Outdoor learning is planned for and progressive throughout the school and programmes of work are embedded with key knowledge, which itself has been mapped, along with key skills, to support affective assessment and ensure progression across the school.

Role of ICT

All children will have the opportunity to use a range of ICT equipment to enhance their geographic learning. For example: digital cameras to record investigations, data loggers for accurate measurements of temperature and digital microscopes for close observation. Programmes such as Excel are used to create graphs and charts to record results. Children also have opportunities to research using the internet on iPads or laptops to support their studies.

Assessment

Children are assessed throughout the year using foundation assessment grids. Formal, individual reports are sent home at the end of each academic year.

Resources

Resources to compliment the topics are available in the humanities cupboard. There is a variety of equipment stored here and is accessible for all staff. The subject co-ordinator is responsible for the auditing and maintenance of these resources.

Enrichment Opportunities

Teachers are encouraged to take children on school trips, or to organise for in school visitors, to further immerse children in their geography topic. Teachers are encouraged to teach geography through a cross-curricular approach, such as writing and graph work.

Equal opportunities (see also equality statement)

We will ensure that all children are provided with the same learning opportunities regardless of social class, gender, culture, race, disability or learning difficulties. As a result, we hope to enable all children to develop positive attitudes towards others. All pupils have equal access to computing and all staff members follow the equal opportunities policy. Resources for SEND children and gifted & talented will be made available to support and challenge appropriately.

To be read in conjunction with:

- Inclusion Policy
- Teaching and Learning Policy
- SEND policy