



# DOLPHINHOLME CE PRIMARY SCHOOL

## GEOGRAPHY POLICY

September 2021

### Mission Statement:

**With God at the heart of everything we do, we educate by encouraging a sense of wonder, praise and mutual respect. We offer every child opportunities for success, making them confidently equipped for life's journey.**

### Intent:

#### **Aims and Objectives**

Our intent for the teaching of Geography at Dolphinhholme CE Primary School is to inspire a curiosity and fascination about the world and its people. Teaching aims to equip pupils with knowledge about diverse places, people, resources and environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress through our school, their knowledge about the world will help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Our geography curriculum aims to prepare children to have a deep knowledge and understanding of how the Earth's features are shaped, interconnected and change over time. Due to our close proximity to Lancaster University, we are fortunate that at our school community comprises of families of many different nationalities. We aim to celebrate their different cultures and traditions through our Geography curriculum; including maps and pictures in classrooms which identify these countries and an annual 'International Day'.

### Implementation:

#### **Teaching and Learning Style**

Geography is often the starting point for curricular connectiveness, which builds on concepts, develops aspects of learning, assisting memory and practising skills. At our school, we encourage children to ask as well as answer geographical questions. We offer them the opportunity to use a variety of informative sources, such as maps, statistics, graphs, pictures, and aerial photographs, and we enable them to use their computing skills to further enhance their learning. Children take part in role-play and discussions, and they present their findings to the rest of the class.

#### **Curriculum Planning**

At Dolphinhholme School we carry out the curriculum planning in Geography in phases; long term, medium term and weekly plans. Our long term plans wmap out whole school themes covered in the key stages, taking into account rolling programmes for mixed classes. Work in Geography follows the requirements of the National Curriculum Programmes of Study. The curriculum is divided into key stages and is organised

**INSPIRING SUCCESS, CELEBRATING ACHIEVEMENT**

into levels of increasing challenge and acquisition of geographical skills. These skills are outlined in more detail below.

### Early Years Foundation Stage

At Dolphinholme, the children are provided with a range of Geographical experience in Nursery and Reception as an integral part of the learning covered during the key stage, within the seven areas of learning and development, particularly Understanding of the World. Geography makes a significant contribution to the three aspects covered within the area of learning. The children learn about the differences and similarities between themselves and others in People and Communities, and take notice of the world around them, such as trees in the natural environment and roads and traffic in the built environment, in Understanding the World. Finding out about places begins initially when a child learns about their own home and the things nearby, then later as children notice things on journeys to and from home.

### Key Stage 1

In line with The National Curriculum, we aim for children, by the end of Key Stage 1 to 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 will be taught:**

##### Locational knowledge

- name and locate the world's 7 continents and 5 oceans
- name, locate and identify characteristics of the 4 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 [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



I am the vine; you are the branches. If you remain in me and I in you, you will bear much fruit; apart from me you can do nothing.

John 15:5

In line with the National Curriculum children in Key Stage 2 are encouraged to extend their knowledge and understanding beyond the local area of Garstang/Lancaster, to include the United Kingdom and Europe, North and South America. Years 3-6 will learn about the location and characteristics of a range of the world's most significant human and physical features. Further to this, they will develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

#### 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 in 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 8 points of a compass, 4- and 6-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 links

#### Assessment

Teachers will use the Geography skills progression document to inform planning and ensure coverage has been successfully completed.

Teachers begin each half term by encouraging children to think about 'sticky learning'; what they can remember from previous terms and years and how this links with the current unit of work. Teachers will then continue to make observations to inform future planning. Plans and evaluations will give teachers an opportunity to assess children's understanding of geographical skills and key vocabulary.



A sample of photos and children's work will be recorded during the monitoring process. Pieces of Geography work will be on display in classrooms and around the school. Regular informal discussions with children will take place between class teachers and the Geography subject leader.

### **Inclusion**

At Dolphinholme CE Primary School, children, irrespective of ability, gender, ethnic origin and social circumstances have access to the whole curriculum and the opportunity to make the greatest progress possible in all areas of the curriculum while in our school. Children with special educational needs will have access to the full geography curriculum. If children need additional support on educational visits or when accessing fieldwork, provisions will be given to these children enabling them to take a full and active role. We value each child as a unique individual. Our Geography curriculum also aims to equip children with the knowledge to recognise diversity in society.

### **Monitoring and Evaluation**

Monitoring standards of the children's work and quality of the teaching in Geography, will be the responsibility of the subject lead. At Dolphinholme School, this will be done through a planned system of monitoring through book scrutiny as a whole staff in a subject specific staff meeting.

The role of the subject lead will also involve supporting colleagues in their teaching, being available to support teachers during the planning process with ideas and possible curriculum links and keeping up to date with current developments in Geography.

Dolphinholme has a subject ambassador for Humanities in each year group from YR to Y6. The subject ambassadors meet with the subject leader regularly.

### **Resources**

Resources are kept centrally (in the loft) and in classrooms depending on storage space.

### **Health and Safety**

Educational visits and fieldwork are an essential part of the geography curriculum and help to enhance children's knowledge and understanding in the subject. Planning for educational visits follows the current guidelines produced for schools by Lancashire County Council. Please refer to the school's policy for Risk Assessment procedures.

### **Impact:**

The impact of our Geography curriculum is that our learners are equipped with the geographical skills and knowledge that will enable them to thrive as an adult in the wider world. Pupils are able to discuss their learning and demonstrate their knowledge and understanding through a range of activities. Children achieve age related expectations in Geography at the end of their key stage. Children retain knowledge that is pertinent to geography with a real-life context. Due to a robust and progressive curriculum, which is well established throughout the school, our pupils' passion and enthusiasm for geography sets them in good stead for the next phase of their education. They understand how geography 'happens' in their local area and begin to understand their wider world and the implications that we as citizens have on it. Children work collaboratively to solve problems and explain the processes that they have taken/observed within a real-life context. Children understand how to act as good citizens within their local community.

Subject Leader: Emma Longden

Reviewed: December 2021

Policy to be reviewed at least every two years

