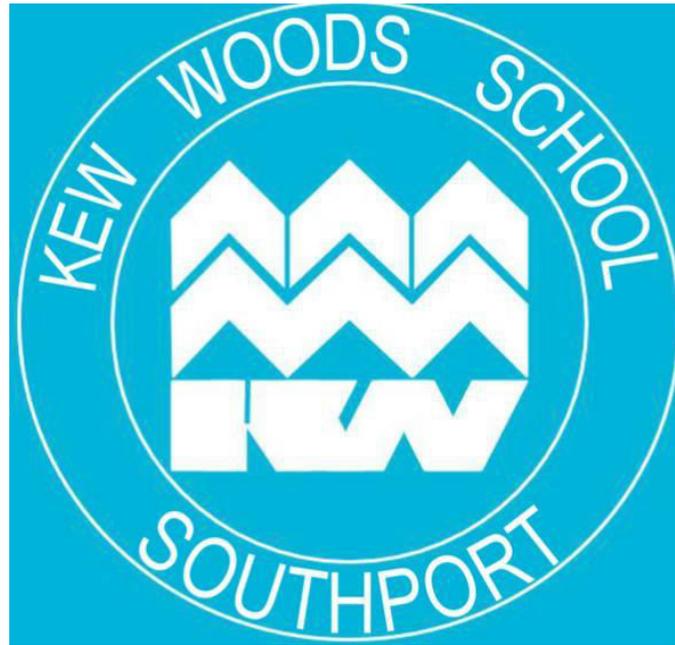


KEW WOODS PRIMARY SCHOOL



Geography Policy

Overview

At Kew Woods School geography involves the study of places, the human and physical processes which shape them, and the people who live in them. Skills developed through Geography help pupils make sense of their surroundings and the wider world.

“Geography can inspire children to think about their own place in the world, their values, and their rights and responsibilities to other people and the environment.”

{National Curriculum Document 2000}

We aim to share the different cultural and lifestyle experiences of children and their families e.g. link school Ghana, use of Skype and French links.

FIELDWORK

During the Foundation Stage the children will be helped to develop a sense of place by activities and experiences which nurture the use of geographical language and a study of their immediate surroundings in school. Planned activities in the classroom and in the school surroundings encourage all children to participate in an enquiry approach at this early stage in their development, at their own level. Through out the teaching of geography teachers will start from where we are to reinforce local geography on a continual basis.

Fieldwork can provide children with a variety of experiences which can develop and enhance important cross-curricular skills, such as measuring, sketching, taking and using photographs, interviewing, note taking, and sampling, role play, observational skills, in addition to purely geographical skills. Children can develop an awareness of the relationship between the physical and human environment through fieldwork experiences.

ENQUIRY

Enquiry should form an important part of the children's work, taking into account their interests, experiences and capabilities. It should lead to investigations based on fieldwork and classroom activities. Children should learn to work as individuals, collaboratively, in pairs or groups and as members of teams. Enquiry work involves asking questions, collecting relevant data from primary and secondary sources, presenting findings, drawing conclusions and evaluating enquiry.

AT KEY STAGE 1

The children will study two localities:

- the locality of the school.
- a locality of a small area in a contrasting non European country that has physical and/or human features that contrast with those in the locality of the school.

They will develop a range of skills, including map work, fieldwork investigations outside the classroom, graphical techniques and geographical vocabulary.

Essential opportunities will be

- Investigate the world's continents and oceans.
- Investigate the countries and capitals of UK.
- Explore weather and climate in UK and around the world.
- Use maps, atlases and globes.
- Use aerial photographs.

Children will be able to mark on a map of the local area the location of the school.

Draw a map the classroom using a bird's eye view layout and make drawings of an area which they are finding out about.

They will use aerial images and plan perspectives to recognise landmarks and basic features. Children will know that paths, roads, air and sea link places to others. They will also know some of the reasons places are linked; holidays, leisure, work, food, and people moving to another country/place.

Children will be able to mark on a map of the world the British Isles, world continents and oceans, their country of birth (if different) and any other locations that have discussed in class.

AT KEY STAGE 2

The children will widen their knowledge by locating 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.

They will name and locate counties and cities in UK, geographical regions and their identifying human and physical characteristics, key topographical feature and land use patterns and understand how some of these aspects have changed over time.

They will understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country and a region within North or South America.

Essential opportunities;

- Locate the world's countries, with a focus on Europe and countries of particular interest to pupils.
- Identify key geographical features of the counties of the UK and show an understanding of how some of these aspects have changed over time.
- Locate the geographical zones of the world.
- Understand the significance of the geographical zones of the world/
- Understand similarities and differences through the study of human and physical geography of a region or are of UK different to that at KS1.
- Understand the similarities and differences through the study of human and physical geography of an area in a European country and a region in North or South America.
- Physical geography including climate zones, biomes and vegetation belts, rivers, mountain, volcanoes and earthquakes and the water cycle.
- Human geography including settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use of 8 points of a compass. 4 figure grid references, symbols and keys including use of OS maps to build knowledge of UK and the world.
- Use a wide range of geographical sources in order to investigate places and patterns.
- Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods. Including sketch maps, plans and graphs and digital technologies.

Additional mapping skills developed

Lower KS2

Use the contents and index pages of an Atlas to find places quickly.

Look at how a map is a flat representation of a place on a globe and have used a globe to explore the nature of our world and can point out the north and south poles.

Use the internet to help find out about a location, including aerial photos e.g. Google earth.

Describe how the locality of the school has changed over time.

Name and locate the capital cities of UK and counties and cities.

Name and identify the Cambrian Mountains, the Grampian Mountains, the Lake District and the Pennines.

Name and identify the 3 longest rivers in UK Severn, Thames and Trent.

Name and identify the seas around UK.

Name and locate Countries in Europe and their capital cities.

Name and locate the largest mountain range in Europe. Name and locate the equator, northern and southern hemisphere, Antarctic and Arctic and the tropics.

Upper KS2

Name and locate all places previously learned and find River Rhine longest river in Europe, 2 largest seas around Europe, Mediterranean and North Sea. Name significant places and features of a location they are studying (place of birth) continents, largest city in each continent, the 6 countries with highest populations, Brazil, China, India, Indonesia, Russia and the USA. Children will name and locate the areas of origin of the main ethnic minority groups in UK (Bangladesh, Caribbean, India, Pakistan, and Republic of Ireland) .They will name and locate the largest mountain ranges, the largest desert and the three longest rivers.

They will look at and make detailed maps of areas Children will study any patterns that are apparent using appropriate colour coding to show these patterns such as land use, climate zones, population density, and height of the land.

They will use aerial photos to match features on a map to the photo and identify pattern such as ribbon development, industry around rivers, ports etc.

Children will learn that globes are divided into lines of latitude and meridian of longitude and those time zones are identified using meridian of longitude and will learn the term GMT. They will develop skills in using scales on maps such as 1:25 000.

In addition they will analyse and give views on the effectiveness of different geographical representations of a location e.g. London aerial images and topological maps e.g. tube map. They will map land use of a location with given criteria e.g. leisure, shopping residential and devise their own criteria.

RESOURCES

The school has a commitment to the teaching of Geography and therefore funds are available from school capitation.

Before any money is spent the whole staff is consulted as to their individual/team needs by way of resources and INSET.

Geography resources are stored in the library room. Globes and atlases are housed in classrooms. H Scott has a set of class compasses. The fabric of the building and the school grounds are used as a resource, as is the pond area.

ASSESSMENT, RECORDING AND REPORTING

Assessment forms part of the planning, teaching and learning cycle. It allows teachers to identify what has been learnt and to monitor pupil progress. We use a range of assessment techniques which are included in the medium term planning. Methods include questioning and listening to answers, observing children at work, individually and in groups, discussion, looking at children's work, marking/ assessing it, the use of maps etc. Comments linked to the children's progress in Geography are included in the end of year reports sent to parents in July.

Essential Characteristics of geographers will have

- An excellent knowledge of where places are and what they are like.
- An excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- An extensive base of geographical knowledge and vocabulary.
- Fluency in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
- The ability to reach clear conclusions and develop a reasoned argument to explain findings.
- Significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter.
- Highly developed and frequently utilised fieldwork and other geographical skills and techniques.
- A passion for and commitment to the subject, a real sense of curiosity to find out about the world and the people who live there.
- The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

THE ROLE OF THE CO – ORDINATOR

- To give advice and guidance to staff.
- To review the policy and revise it when government changes are made.
- To audit resources and bid for new ones when necessary.
- To make international links, and links with Eco centre.
- In consultation with all staff to produce a scheme of work and other planning documents.
- To monitor the teaching and learning of Geography in the school through looking at plans, scrutinising books and interviewing pupils.
- To organise INSET.
- To liaise with other schools and phases, the LEA and other advisory groups.

Appendix 1

Kew Woods Primary School Curriculum Map –
Geography

Year Group	Coverage
Nursery /	Polar regions, weather walk, seasons, home and school environment, fieldwork.
Reception	Space, If you go down to the woods (map skills), Turrets and tiaras (locating castles), Growing (plants in different countries), fieldwork.
Year 1	KEW fact files on countries, link old photos, weather, maps, and globes. DUBAI, Compare and contrast a small area of UK with non European country. Countries in UK and capital cities London. Drawing and using maps. Locate jungles. Use key vocabulary to describe physical and human features. Fieldwork.
Year 2	DUNGEONS AND DRAGONS 4 countries In UK and capital cities. MEGASTRUCTURES; World continents oceans. Suburban land and countryside, Edinburgh castle, Contrast UK and non European country. Compass directions, aerial photos
Year 3	Regions of UK Stonehenge/ study of an area of UK. JOURNEYS river and mountain formation, water cycle, ROMANS Chester why a good location to invade. Fieldwork
Year 4	EGYPT; PHYSICAL FEATURES, NILE, DESSERT study physical and human features today. Fieldwork to observe, measure and record human and physical features in local area Liverpool. Look at local environmental issues. Countries of the world, similarities and differences of UK areas. Europe- Denmark, Germany Netherlands, settlements, land uses.
Year 5	FAIRTRADE Land use, trade links economic activity, distribution of natural resources, minerals, water, energy and food, Physical climate zones water cycle, Study of a region of UK Hastings? DIFFERENCES BETWEEN SOUTHPORT AND LONDON (tube map) 8 points of the compass, 4 grid references, symbols, keys. Digital map work, locating world countries, Greece today.
Year 6	World war 2 countries in Europe, LIVERPOOL during the war. NORTH AND SOUTH AMERICA regions. Location knowledge human and physical features, volcanoes, climate zones and geographical zones.