

Garvestone Geography Policy

Geography Aims

To develop pupils' understanding of natural, man-made and social environments.

To provide pupils with a range of vocabulary to describe the features of the environment and the processes that shape it.

To introduce pupils to the role and value of maps in observing, understanding, interpreting and valuing the world, from local to global perspective.

To engage pupils' creative and critical thinking about change, both locally and globally, and the implications for the future.

Why is Geography important?

Geography helps us to make sense of the world around us, better understand the places we live in, learn about and visit, why they matter and how they are connected to a globalised world.

Through geography, we encounter different societies and cultures and learn to appreciate the incredible diversity of landscapes and peoples.

In geography, we face questions of what it means to live sustainably in an interdependent world and learn to value and care for the planet and all its inhabitants.

When is Geography taught?

Geography is taught through thematic units. The attached overview (Appendix 1) maps out which thematic units feature this subject and the Long-Term Plan (Appendix 2) clearly shows the objectives taught.

How is Geography taught?

Geography is taught through a combination of subject knowledge, geographical skills, enquiry and fieldwork. Learning takes place both inside and outside the classroom.

Where do we learn about in Geography?

We learn about the following locations:-

Asia

China

Russia

India

Egypt

Africa

Madagascar

South Africa

Benin

South America

Brazil

Peru

North and Central America

Europe

Scotland

Greece

Rome

Australasia

Fiji

Arctic Circle

Local Geography

What do we learn about in Geography?

We learn about:-

Landscapes

Human and physical features

Landmarks

Physical systems and processes

Environments

Settlements

Biomes

Climate

Land use

Environmental issues

Sustainability

How do we assess and monitor Geography?

Assessment is an ongoing process in the classroom as teachers observe pupils' oral and written responses. Opportunities for assessment exist in medium term plans and are built into all activities. When a new unit is introduced the title and supporting materials are displayed to a class. Pupils use their existing knowledge to summarise what they already know about the topic and consider what will be taught. At the end of a unit pupils are encouraged to reflect on their learning against unit knowledge ladders. As a class a theme review sheet will be completed (Appendix 3)

The learning objectives and outcomes within each lesson offer teachers opportunities for checking progress. Consistency of judgment is ensured by using skills ladders (Appendix 4) and advice by the coordinator. The main method of assessing children's knowledge, skills and understanding is through the use of Assessment for Learning. Parents are informed of curriculum coverage in a curriculum newsletter sent out each term and the progress achieved by their child in the end of year report.



CURRICULUM SUBJECTS OVERVIEW

GEOGRAPHY

Learning Pathways								
 Pathfinders	Unity in the Community	Land Ahoy!	Zero to Hero	Come Fly With Me! The Arctic Circle	Happily Ever After	Inter-Nation Media Station	Going Wild	Light Up the World
	Local Area Maps and Plans	Continents & Oceans Features Compass Directions	Countries	Weather & Climate Features Maps and Globes			Habitats Physical Features	Countries Global Solar Energy
 Adventurers	Athens v Sparta	Law and Order	A World of Difference	Come Fly With Me! Africa	That's All Folks!	Lightning Speed	Picture Our Planet	Under The Canopy
	Features Maps and Globes	Countries	Features Maps and Globes	Countries Maps and Globes			Countries Features Weather and Climate	Rainforests Maps and Globes
 Navigators	Wars of the World	You're Not Invited	I Have a Dream...	Come Fly With Me! America	Mission Control	A World of Bright Ideas	Full of Beans	Global Warning
	Countries	Countries Maps and Globes	Countries	Maps and Globes Climate Features			Countries Maps and Globes	Maps



Appendix 2

Pathfinders Geography Coverage

<p>COME FLY WITH ME!</p> <p>ARCTIC CIRCLE</p>	<p>LAND AHOY!</p>	<p>UNITY IN THE COMMUNITY</p>
<ul style="list-style-type: none"> • 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 • To know what the Arctic Circle is and be able to locate the Arctic Circle on a map • To understand about the weather and climate in the Arctic Circle • To learn about the Inuit people group and their customs and traditions • To learn about the Aurora Borealis (Northern Lights) 	<ul style="list-style-type: none"> • Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles • To name and locate the world's continents and oceans • To name and identify key physical features, such as: beach, coast, forest, hill, mountain, ocean, river, vegetation • To use simple compass directions (North, South, East and West) and locational language (e.g. near and far) to describe the location of features and routes on a map 	<ul style="list-style-type: none"> • To learn about the geography of the school and the key human and physical features of its grounds and immediately surrounding environment • Use aerial photographs and plan perspectives to recognise landmarks and basic physical features of the local area • To know the key human features of the local area, including appropriate vocabulary such as city, town, village, factory, farm, house, office and shop • To know the key physical features of the local area, including appropriate vocabulary such as beach, coast, forest, hill, mountain, ocean, river, soil, valley and vegetation • To know how to locate the school on a map • To learn about how places have become the way they are and how they are changing • To recognise changes in the environment and identify how the environment may be improved and sustained • To learn about significant historical events, people and places in the locality

National Curriculum Objectives = Blue

Adventurers Geography Coverage

COME FLY WITH ME! AFRICA	UNDER THE CANOPY	PICTURE OUR PLANET
<ul style="list-style-type: none"> • Locate the world's countries • To know the location of the continent of Africa and identify its largest countries • To know about some aspects of African culture 	<ul style="list-style-type: none"> • Locate the world's countries, concentrating environmental regions, key physical and human characteristics, countries, and major cities • 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) • To learn about the Amazon rainforest 	<ul style="list-style-type: none"> • Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on environmental regions, key physical and human characteristics, countries, and major cities • Describe and understand key aspects of physical geography • To know some key facts about Brazil, Scotland and Fiji • To know some of the physical features of Brazil, Scotland and Fiji • To know some of the human features of Brazil, Scotland and Fiji • To understand some of the traditions and customs of Brazil, Scotland and Fiji • To understand how Brazil, Scotland and Fiji are tackling conservation issues

National Curriculum Objectives = Blue

Navigators Geography Coverage

COME FLY WITH ME! AMERICA	FULL OF BEANS	GLOBAL WARNING
<ul style="list-style-type: none"> • Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on environmental regions, key physical and human characteristics, countries, and major cities • To be able to locate North and Central America, including some of the different countries and states • To learn about the discovery of America • To know about the Native Americans • To know about the weather and climate of North and Central America • To identify the famous landmarks of North America, both physical and human 	<ul style="list-style-type: none"> • Describe and understand key aspects of human geography, including distribution of natural resources including energy, food, minerals and water • To learn about different types of beans • To know how and where in the world beans are grown and how to plan an experiment to grow beans • To know about different energy sources and where they come from • To learn more about non-renewable and renewable energy and the advantages and disadvantages of each source • To learn how to save energy and understand the effect this will have on the environment (local /national / global level) 	<ul style="list-style-type: none"> • To understand the meaning of the term 'pollution' • To learn about water pollution and its effects • To learn about air pollution and its effects • To understand the link between waste and pollution

National Curriculum Objectives = Blue

I
 _____ PRIMARY SCHOOL
COLLABORATIVE REVIEW

Teacher:	Year:	Class:
W/B:	Theme:	Term:

TEACHER	PUPILS			GENERAL COMMENTS	OTHER STAFF
	WHAT WE NOW KNOW...	WHAT WE NOW CAN DO...	WHAT WE NOW UNDERSTAND...		

Guidance notes:-

This form is to be used as an assessment tool to inform future planning and evaluation. Teachers, pupils and other staff are encouraged to reflect on the learning that has taken place during the half term and write comments above, matched against the success criteria. This is crucial to the successful monitoring of the effectiveness of the thematic approach. Future planning should demonstrate awareness of, and be based on, the feedback on the collaborative review sheet.



Geography Skills Ladder

Pathfinders 1

- Ge1 Explore and discover the interesting features of the local environment
- Ge2 Explore and discover where different foods come from
- Ge3 Recognise and observe main human and physical features
- Ge4 Recognise different types of weather and climate
- Ge5 Express their own views about features of the environment
- Ge6 Communicate in different ways using simple geographical information and vocabulary
- Ge7 Use simple field work skills
- Ge8 Use globes, maps and plans
- Ge9 Make simple plans

Pathfinders 2

- Ge10 Ask and respond to geographical questions about people, places and environments
- Ge11 Investigate, measure and record changes in the weather
- Ge12 Recognise, observe, describe and record physical and human features
- Ge13 Identify links between their locality and other places in the world
- Ge14 Discuss how weather affects our lives
- Ge15 Locate key features on globes, maps and plans
- Ge16 Make simple comparisons between features of different places and say how these features influence life there
- Ge17 Use simple compass directions
- Ge18 Communicate in different ways using appropriate geographical vocabulary e.g. locational and directional language
- Ge19 Use field work and observational skills to carry out simple tasks
- Ge20 Use aerial photographs and plan perspectives to identify landmarks and features
- Ge21 Make simple maps and plans



Geography Skills Ladder

Adventurers 1

- Ge22 Ask and respond to questions to develop a sense of place
- Ge23 Collect and record evidence and begin to offer explanations
- Ge24 Investigate key aspects of human and physical geography
- Ge25 Explore places with different climate zones
- Ge26 Describe significant places located in the wider world
- Ge27 Identify similarities and differences between places and environments, understanding how they are linked
- Ge28 Identify how the ways in which people live sometimes have consequences for the environment
- Ge29 Use appropriate geographical vocabulary to communicate their findings
- Ge30 Collect and analyse a range of data from simple fieldwork experiences
- Ge31 Use atlases, globes, maps and plans at a range of scales and draw simple maps and plans
- Ge32 Use ICT to help in geographical investigations

Adventurers 2

- Ge33 Ask and respond to geographical questions and offer their own ideas
- Ge34 Explore places with different climate zones and compare and describe how climate affects living things
- Ge35 Identify where significant places are located in the wider world
- Ge36 Observe and appreciate the relationship between the physical, built and economic and social environments
- Ge37 Identify how different ways in which people live around the world sometimes have consequences for the environment and the lives of others from local to global scales
- Ge38 Use appropriate geographical vocabulary in communicating findings
- Ge39 Employ a wider range of field work techniques and instruments to collect and analyse a range of data
- Ge40 Describe, compare and offer reasons for their views
- Ge41 Interpret information from different types of atlases, globes, maps and plans at a range of scales
- Ge42 Use secondary sources of information and ICT as part of investigations



Geography Skills Ladder

Navigators 1

- Ge43** Ask suitable geographical questions leading to investigation
- Ge44** Investigate ways in which environments can be improved
- Ge45** Investigate using an increasing range of primary and secondary sources of information
- Ge46** Analyse evidence and draw conclusions
- Ge47** Identify a range of geographical processes that cause change in the physical and human world in different places
- Ge48** Use appropriate geographical vocabulary to communicate in a variety of ways
- Ge49** Use atlases, globes, maps and digital /computer mapping at a range of scales
- Ge50** Draw plans and maps at a variety of scales
- Ge51** Use the eight points of the compass
- Ge52** Use appropriate field work techniques and instruments to observe, measure and record human and physical features in the local area

Navigators 2

- Ge53** Ask questions, explore, describe and explain geographical patterns, similarities, differences and physical and human processes
- Ge54** Collect and record evidence independently
- Ge55** Investigate ways in which environments can be managed sustainably and why this is important now and in the future
- Ge56** Identify and explain different views that people, including themselves, hold about topical geographical issues
- Ge57** Observe and explain how human patterns are influenced by both human and physical features
- Ge58** Use and select primary and secondary sources of information and evidence, suggest conclusions and present findings in a variety of ways
- Ge59** Use atlases, globes, maps and digital /computer mapping at a range of scales, including four and six-figure grid references
- Ge60** Draw plans and maps at a variety of scales
- Ge61** Use and select appropriate ICT to help in geographical investigations
- Ge62** Use symbols and keys when sketching maps, plans and graphs