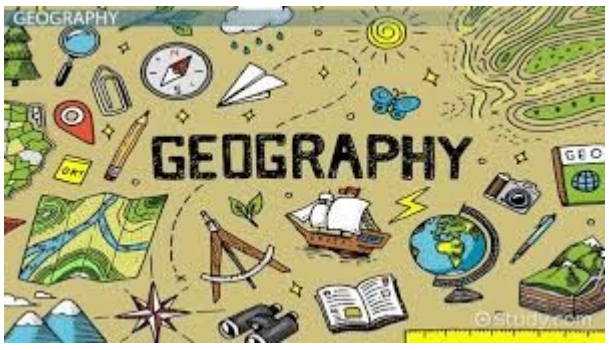
Sir Alexander Fleming Primary School and Nursery

Geography Policy



Purpose of Study

At Sir Alexander Fleming Primary school we aim to provide an engaging curriculum that ensures that our children become caring, confident, capable and creative individuals that are successful in all they do. At Sir Alexander Fleming Primary school we believe that Geography allows children to understand their place, ask questions and find answers about the human and physical world. In its nature geography is enquiry based subject and therefore we encourage children to provoke questions about the topic. Teaching staff at Sir Alexander Fleming Primary school seek to inspire and create a curiosity in children about their world and the people who live in it, we hope that this curiosity will stay with our children for their life. Geography at Sir Alexander Fleming is taught progressively and allows children to build on their previous knowledge, skills that are transferable throughout their time at Sir Alexander Fleming Primary school but also throughout their education. Geography is a focus within the curriculum for understanding and resolving issues about the environment and sustainable development. The aim of geography is to raise awareness of the world around us

Geography aims:

At Sir Alexander Fleming Primary School we aim:

- To provide a range of geographical experiences, both in and out of the classroom, which encourage children to build interest and enjoyment, knowledge, understanding and confidence, as well as allowing them to achieve to the maximum of their potential in the subject.
- To foster a sense of wonder and curiosity about the world in which they live and develop a sense of place.
- To develop their geographical vocabulary and a range of skills and apply them in an increasing range of situations to carry out geographical enquiry and to interpret geographical information.
- To communicate geographical information in a variety of ways.
- To become familiar with their own surroundings and extend their interest, knowledge and understanding of contrasting localities in Britain, Europe and the wider world.
- To develop knowledge and understanding of the human and physical processes and patterns which shape places and extend this to an appreciation of interconnections within and between different places.
- To adopt an enquiring approach to the world around them, developing in their ability to formulate appropriate questions, research, handle data and draw conclusions.
- To appreciate similarity and difference in the world around them, having empathy for the lives of others and respect for others' beliefs, attitudes and values.
- To enhance their sense of responsibility for the care of the earth and its people.
- To develop a simple understanding of environmental sustainability and how they can be actively involved in living as sustainably as possible.

Teaching and Learning.

At the end each Key Stage children will have a greater understanding of the United Kingdom, the World, human and physical processes and geographical skills.

Foundation Stage

Geography in the Foundation Stage and Nursery is taught as an integral part of the topic work covered during the year. We relate the geographical aspects of the children's work to the objectives set out in the EYFS, Understanding the world, which underpin the curriculum planning for Foundation Stage children. Geography makes a significant contribution to the objectives of developing a child's knowledge and understanding of the world through a range of different activities.

The National Curriculum Programmes of Study at Key Stage One focuses on developing children's knowledge, skills and understanding of geography. Children should 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 should be taught to:

- Name and locate the world's continents and oceans
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a contrasting non-European country
- 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, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, and weather
- Key human features, including: city, town, village, factory, farm, house, office, and shop
- 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
- 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
- Use aerial photographs and plan perspectives to recognise landmarks and basic 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 the key human and physical features of its surrounding environment.

Each of the points above are met several times throughout key stage one.

Key stage Two:

The National Curriculum Programmes of Study at Key Stage Two also focuses on developing children's Knowledge, skills and understanding of geography. Pupils should extend their knowledge and understanding beyond the local area and the United Kingdom to include 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 tools and skills to enhance their locational and place knowledge.

Pupils should be taught to:

- Locate the world's countries, using maps to focus on Europe and North and South America and 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, including hills, mountains, cities, rivers, key topographical features 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, and time zones (including day and night)
- Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom (different from that taught at Key Stage 1), a region or area in a European country, and a region or area within North or South America
- 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: 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 the eight points of a compass, four-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 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.

Each of the points above are met several times throughout Key Stage Two.

Assessment

Currently, learning objectives and success criteria are shared with the children at the beginning of each lesson to enable them to reach their full potential. Teachers make informative assessments during lessons and a summative assessment at the end of each year, which is then reported to parents.

Cross Curricular Links

Where possible cross curricular links are encouraged through geography. Geography has Literacy in our school because it actively promotes the skills of reading, writing, speaking and listening. We focus on the key vocabulary of the subject. Maths is also enhanced via geography through our field work investigations develop data handling and graphing skills. The spatial dimension of map-work is mathematical, too, through direction and locational work. Our map work develops ability to understand and use co-ordinates. It also develops understanding of compass points and provides opportunity for them to practise giving directions using a compass.