

London Fields Primary School – Geography Policy

Purpose and Aims:

Geography is a rich and diverse subject that gives children the opportunity to learn about diverse places, people, resources, environments and the effect of mankind. It inspires a curiosity and fascination about the world from an early age and fosters enthusiasm and a passion for learning. By studying the beauty of Earth and the awesome power of Earth-shaping forces, we can fascinate, inspire and create globally aware pupils. Geography is, by nature, an investigative subject, which develops an understanding of concepts, knowledge and skills.

Whilst the importance of geographical knowledge is recognised, we also wish to enable children to become lifelong geographers who have the skills and attitudes to continue to appreciate the world around them. Throughout the Geography curriculum at London Fields, children will learn the Earth's key physical and human processes. They will deepen their understanding of the interaction between physical and human processes and how this affects landscapes and environments. Many contemporary challenges – climate change, food security, energy choices – cannot be understood without a geographical perspective.

We ensure that each lesson develops our pupils' thinking and decision making as this will help them to live their lives as knowledgeable citizens, aware of their own local communities in a global setting.

We also understand that Geography has many links with a language. Pupils are taught to communicate and decipher information by using maps, images of people and place, numerical data and graphical modes of communication, and getting to grips with the geographic information systems (GIS) that underpin our lives, and so create skillful and employable geographers. They will also develop important geographical skills, such as being able to use a compass and four figure grid references to describe a location. Our pupils have access to a diverse Geography curriculum that allows continuous development of key skills and geographical knowledge throughout their time at primary school. Time within Geography lessons is split between Human and Physical Geography, in addition the development of key geographical skills.

Purpose:

To give pupils a coherent, cohesive understanding of the world and the interconnectedness of humans and the physical environment so that they may appreciate, understand and feel part of the world they live in.

Aims:

- To provide a breadth of geographical knowledge
- To use geographical skills to investigate what places are like
- To understand why there are patterns in geography
- To communicate in the language of a geographer

We want our pupils to develop:

- 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 skills, and other geographical skills and techniques.
- A passion for and commitment to the subject, and 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.

Provision:

Our curriculum is categorized in two ways:

1. Breadth- which gives pupils experiences of a range of geographical places, processes and understanding.
2. Depth- which helps pupils think and act like geographers.

All foundation subjects at London fields are 'blocked' into unit whereby the pupils study just that subject in depth. This allows children to build up their geographical skills and understanding through continuous day-to-day learning. We are able to make links between outdoor fieldwork skills and tasks in class and draw links between different areas of Geography. We have a whole-school Fieldwork day whereby our pupils 'take-over' the local park and develop key

knowledge of their local area and physical and human factors that are currently impacting on it. We carry out surveys and ask the public for their opinions before using these to create a solution to the problems. We have International Days to celebrate the diverse cultures across the globe and learn more about what it is like in each place.

Whilst coverage is our goal for the 'breadth' elements, repetition and increasing understanding is our goal for the 'depth' elements. Our curriculum 'drivers' shape our geography teaching so that every opportunity is taken to relate geography to the needs of our pupils. Geography is studied as a discrete subject in every year group so that pupils gain a growing developmental understanding of the matters, skills and processes of our geography curriculum. Coherent contexts for learning engage and involve pupils.

EYFS and Year 1 spend a day per week going to Forest School in Epping Forest. This enhances their understanding of the environment and eco-systems. They often ask fascinating questions about the environment and become familiar with key vocabulary of the natural world.

Progression and Assessment:

Our curriculum has three key objectives which mirror the three aims of the subject:

1. To investigate places
2. To investigate patterns
3. To communicate geographically

We set our expectations around three milestones. Each milestone has a set of indicators that incorporate learning core knowledge or 'surface' learning and being able to make links and apply learning which we call 'deep' learning. It is expected that the vast majority of will be secure in each milestone and some will be advancing into mastery of the curriculum.

We assess pupils at the end of the geography unit by looking at key indicator statements from Target Tracker. We take into account the learning throughout the entire unit and use verbal responses as well as physical work to assess. We record this data in target Tracker and analyse it to forecast as to whether pupils are on track to meet our curriculum expectations for the end of the year.

Curricular milestones:

NC Assessment Criteria

Key Learning Intention	Milestone 1 (Y1-2)	Milestone 2 (Y3-4)	Milestone 3 (Y5-6)
To investigate places	<ul style="list-style-type: none"> - Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. - Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. - Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. - Use aerial images and plan perspectives to recognise landmarks and basic physical features. - Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. - Name and locate the world's continents and oceans. 	<ul style="list-style-type: none"> - Ask and answer geographical questions about the physical and human characteristics of a location. - Explain own views about locations, giving reasons. - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. - Use fieldwork to observe 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. - Use a range of resources to identify the key physical and human features of a location. - 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. - Name and locate the countries of Europe and identify their main physical and human characteristics. 	<ul style="list-style-type: none"> - Collect and analyse statistics and other information in order to draw clear conclusions about locations. - Identify and describe how the physical features affect the human activity within a location. - Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. - Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. - Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map). - Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. - Name and locate the countries of North and South America and identify their main physical and human characteristics.

<p>To investigate patterns</p>	<ul style="list-style-type: none"> - 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. - Identify land use around the school. 	<ul style="list-style-type: none"> - Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. - Describe geographical similarities and differences between countries. - Describe how the locality of the school has changed over time. 	<ul style="list-style-type: none"> - Identify and describe the geographical 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 some of the reasons for geographical similarities and differences between countries. - Describe how locations around the world are changing and explain some of the reasons for change. - Describe geographical diversity across the world. - Describe how countries and geographical regions are interconnected and interdependent.
<p>To communicate geographically</p>	<ul style="list-style-type: none"> - Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> o key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. o key human features, including: city, town, village, factory, farm, house, office and shop. - Use 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. - Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1). 	<ul style="list-style-type: none"> - Describe key aspects of: <ul style="list-style-type: none"> o physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. o human geography, including: settlements and land use. - Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world. 	<ul style="list-style-type: none"> - Describe and understand key aspects of: <ul style="list-style-type: none"> o physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. o 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 the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.

-
- | | | | |
|--|--|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | | <ul style="list-style-type: none">- Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land). |
|--|--|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Monitoring, evaluation and improvement

The role of the subject leader in monitoring pupil outcomes is to plan a rigorous and robust curriculum that allows all pupils to succeed. The leader then works collectively with teachers to examine the strengths and limitations in provision to diagnose why the outcomes are as they are. The leader then creates an action plan to improve achievement. The leader keeps track of the improvements they have secured over time to understand how effective they have been and implement new strategies where necessary.

Pupil voice

We think it is very important that we reflect the opinions of our learners in our planning and policies. We asked them why geography was important and they said:

- We like learning about extreme environments. It is important to learn about the world and natural disasters so we can protect the world.
- We like making models- it helped us to learn.
- Geography helps me become a better person. I like to learn about how people live differently around the world. Geography helps me to learn about other cultures and treat them with respect.
- I like being curious about the world and getting to ask questions.
- You need to learn how to read a map to get around and visit exciting places.

We have used their feedback from this task and end of unit self-assessments to tailor our custom-made curriculum to the things that they think are important and the ways they learn best.

Cross Curricular links

Each unit incorporates many cross curricular links with Maths, Literacy, History, Art, ICT, Spanish and Design Technology to name a few.

Geography is also evident in many other subjects; our Year 6 unit on migration developed map work and pupils' understanding of push and pull factors in migration. Science units help solidify understanding of the water cycle and the formation of land.

We ensure that each year group has at least one lesson using the 'Digimaps' software on the computers which allow pupils to interrogate maps and follow a line of enquiry. Pupils will also use other software such as Google maps and Google 3d. We were even lucky enough to have Google come into school and run 3D Google 'glasses' workshops!

Many of our Art projects have had a global cultural focus such as Brazilian carnival masks or Indian Batik. Combined with this, our Spanish language curriculum develops understanding and respect for Hispanic culture around the world.

Over the course of the unit, children complete two pieces of geography writing based on literacy targets. This enables them to use the vocabulary they have learnt creatively as well as familiarising them further with the range of writing types and genres they cover throughout the school. We have found that this is a great opportunity to consolidate writing skills and reapply them in an alternative and more independent context.