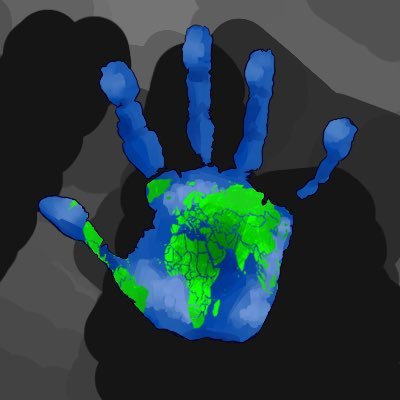
[](https://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwiwoJ_e1qfXAhUC26QKHRHbABMQjRwIBw&url=https://make-a-donation.org/charity/bankfields-primary-school&psig=AOvVaw0d5SKc4YofGA4F1T2UAx81&ust=1509979641330255)

**Bankfields Primary School**

**Geography Policy**

**2023/2024**

**[](https://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwi7442s26fXAhUN6KQKHS5KA5gQjRwIBw&url=https://twitter.com/sjccgeog&psig=AOvVaw3o7_TO26feLWw_x4D8N4g_&ust=1509980723612482)**

Purpose of Study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time. (National Curriculum 2014)

AIMS

The curriculum for Geography aims for all pupils to:

* develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
* understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
* are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
* interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
* develop oracy and to communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

**TEACHING OBJECTIVES** (National Curriculum subject content):

Key Stage 1​ National Curriculum Expectations:

Pupils should develop knowledge about the world, the United Kingdom and their locality. They 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:

***Locational knowledge***

* name and locate the world’s seven continents and five oceans
* name, locate and identify characteristics of the four 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 National Curriculum Expectations:

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and 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 knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

***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 within 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 eight points of a compass, four and six-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.

Creative Curriculum

At Bankfields, we are committed to an engaging, skills and knowledge based, child led curriculum. Through working together, long, medium and short term plans are consistent across the school. We provide the children with exciting and engaging activities which includes an engage day at the start of each unit to ensure the children are ‘hooked’. At Bankfields, the children’s geographical knowledge and skills are formed from class-based teaching and learning, carefully thought out excursions, field trips, visitors and their own research. Geography is taught through a topic-based curriculum with which enables children to become immersed and full of curiosity about the world they live in and to be able to communicate this effectively. Our children are provided with a geography education that begins with securing the foundations of knowledge about where they live followed by other parts of the world.

Assessment, Marking and Feedback

As in all other areas of the curriculum, assessment is an integral part of the teaching process. Class teachers keep records of work carried out by pupils and levels of achievement of the work. Photographs and videos are a useful tool to keep as a reminder of pupil’s achievements. All staff have a floor book that they put these photographs in to showcase our broad and balanced curriculum. Children are given opportunity develop oracy skills within Geography and this can be recorded and displayed via Seesaw. Formative assessment is used to guide the progress of individual pupils in Geography. It involves identifying each child’s progress in each aspect of the curriculum, determining what each child has learned and what should therefore be the next step in their learning.  Formative assessment is mostly carried out informally by the teachers in the course of their teaching and is based on the identified assessment opportunities. Children’s progress in Geography is reported to parents through the pupil annual report and termly consultation meetings. Additionally, teachers complete the Assessment for Learning document to assess each pupil based on the key skills and knowledge within each topic taught. At the end of the school year, Geography data is analysed and an action plan is devised to become part of our school improvement plan.

MONITORING

Teaching and Leaning for Geography is monitored by lesson observations, work scrutiny and from speaking to children and staff.

INCLUSION

Together we aim for all pupils, parents/carers and staff, to increase their participation within our school. This is achieved through the development of inclusive cultures, policies and practices which result in everyone feeling valued. We respond to the diversity of need through our commitment to equality, overcoming potential barriers to learning and setting personal targets. Success is expected for every child as ceilings are not put on our children and all staff at Bankfields have the highest of expectations. Teachers and children recognise personal strengths and celebrate the achievements of themselves and others; both within the school and it’s wider community.

EQUAL OPPORTUNITIES

Each child is given the opportunity to learn about geography across race, religion, language, gender and disability.

HEALTH AND SAFETY

Children work in a safe environment both in and out of the classroom. When conducting fieldwork or on trips, children are properly supervised and are made aware of any potential danger such as busy roads or water hazards. Risk assessments are carried out if children engage in learning for geography off the school site.

PARENTAL INVOLVEMENT

As with all areas of children’s learning, we need the support of parents to help us to enhance learning. This could include help with research, homework and attending parent afternoons.

Updated September 2023 by Mr C McLoughlin (Geography Coordinator)