

Policy Connections

The policy should be read in conjunction with the Supplementary Guidance for Curriculum Policies (including Philosophy; Ethos; Policy Connections; Audience; Monitoring & Evaluation of Curriculum Subjects; Assessment, Recording & Reporting and Supporting Learning Beyond the School) and Schemes of Work for Geography which set out in detail what pupils in different Key Stage ability ranges will be taught.

Aims and Purpose of Study

Geography is a foundation subject within the National Curriculum. The aims of Geography are:

1. To develop skills of observation, recording, analysis, communication and interpretation, using information and evidence in a range of forms.
2. To develop familiarity of the immediate and local surroundings and inspire curiosity of the wider world.
3. To increase awareness of the location of significant places, people, resources and natural and human environments.
4. To increase awareness of the interaction between physical and human processes and of the formation and use of landscapes and environments.
5. To gain awareness the Earth's features and how these change over time.

These aims are consistent with our school philosophy and take account of National Curriculum Statutory guidance.

Each Purpose of Study is differentiated to allow all our pupils to access the content in a meaningful and realistic way. Further details of this can be found in the Schemes of Work for each Key Stage. Where appropriate, elements from the National Curriculum across the key stages may be replaced or revisited throughout different key stages to contextualise and apply learning.

In Key Stage 1 pupils accessing the **Formal Curriculum** should be taught to develop an awareness of:

- The World, the United Kingdom and their local area.
- Relevant geographical vocabulary.
- The names and location of the world's continents and oceans.
- The names, location and characteristics of the countries and capital cities within the United Kingdom.
- Similarities and differences between areas of the United Kingdom and a contrasting non-European country.

- Seasonal and daily weather patterns in the United Kingdom, Polar Regions and the Equator.
- Geographical enquiry and skills through the use of maps, aerial photographs, atlases and globes.
- Positional language
- Their school through simple fieldwork and observation

In Key Stage 2 pupils accessing the **Formal Curriculum** should be taught to develop an awareness of:

- The human and physical characteristics of the Countries and capital cities of the United Kingdom.
- The key characteristics and major cities of some of the countries of the World.
- Similarities and differences between the United Kingdom and contrasting countries.
- Key aspects of physical geography including mountains, rivers, coasts and oceans.
- Key aspects of human geography in contrasting locations e.g. India, The Lake District, Egypt, The Seaside and London.
- Geographical skills through the use of maps, atlases, globes and ICT to locate countries and build on their knowledge of the United Kingdom and the wider World.

In Key Stage 3 pupils accessing the **Formal Curriculum** should be taught to develop an awareness of:

- The human and physical characteristics of the World's Countries, specifically in Europe, North and South America.
- The position and significance of the Equator, hemispheres, tropics, polar regions, time zones and lines of longitude and latitude.
- Similarities and differences between regions within the United Kingdom, Europe and South America.
- Weather, climate, hydrology and coasts.
- Economic activity, international development, population and urbanisation.
- How human and physical processes interact and influence landscapes, environments and climate.
- Using a variety of sources including globes, atlases, maps and ICT to locate and analyse places.

For pupils who are not yet accessing the formal curriculum they will continue to develop skills as identified on their Personalised Learning Plan through the breadth of curricular opportunities offered to them.

Method of delivery

Early Years Foundation Stage (EYFS)

Pupils in the Early Years Foundation Stage (EYFS) follow the educational programmes outlined in the framework for the EYFS. The strands 'personal, social, emotional development' and 'understanding the world' will give opportunities to play and explore and learn in an active and creative way. The document ' Development Matters' will be used to support the planning and assessment of activities. These opportunities will provide broad and balanced experiences that will prepare pupils for the KS1 Geography curriculum.

Primary Phase

Geography is planned and delivered as outlined in the 2 year subject-mapping programme for each age phase (KS1, lower and upper KS2) and schemes of work ensuring progression throughout the department. Teachers plan a unit of work, which outlines the content, learning activities, learning outcomes and resources. The short term planning specifies the focus for each lesson. Geography is taught through a themed approach and there is a balance of geography throughout each key stage.

Secondary Phase

For pupils with complex learning needs geography may be taught through a holistic manner e.g. the classroom/school/local environment which provides a real-life learning context. For other pupils in Key Stage 3 the subject is delivered as outlined in the scheme of work and in the subject-mapping, ensuring progression and breadth of coverage throughout the department. The focus for teaching is mapped to ensure breadth of coverage. Teachers plan a unit of work, which contains the content, learning activities, learning outcomes and resources. Where required, the short term planning specifies the focus for each lesson. Geography is taught through a themed approach and there is a balance of geography throughout the key stage.

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Updated: October 2018 by Julie McGrath
To be reviewed: October 2022