



# Geography Policy

**Date: September 2018**

The child grew and became strong in body, mind and spirit.'  
(Luke 2. v40)

**Policy**  
**Mission**  
**Statement**

***'GROWTH...the journey is never ending...'***

At St. Peter's our vision starts with growth.

'The child grew and became strong in body, mind and spirit.'

**(Luke 2. v40)**

Growth of body; we aim to develop healthy, active, unique children who are confident in the body God has given them. Our uniqueness and individuality bring us together as one community with a common understanding.

Growth of mind; we aim to foster, nurture and develop the knowledge, curiosity and understanding of all.

Growth of spirit; we aim to nurture all members of our school spiritually by developing a core Christian, moral purpose rooted in scripture.

**Aims**

*'A high quality geography education should inspire in pupils a curiosity and fascination about the world that will remain with them for the rest of their lives.'*

(DfE, 2013)

Geography lessons, at St. Peter's, aim to inspire in pupils a curiosity and fascination about the world which will stay with them throughout their lives. Our pupils learn about diverse places, people, resources and environments, with a deepening understanding of the earth's key physical and human processes and of the formation of landscapes and environments over time.

The national curriculum for Geography aims to ensure that all pupils by the end of KS2:

- Develop contextual knowledge of the location of places, seas and oceans, including their defining physical and human characteristics;

- 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)
  - Communicate geographical information in a variety of ways, including through maps and writing at length.

### **Foundation Stage**

Geography in Reception is taught within the Early Years curriculum, in the area: 'Understanding of the World'. Children are given the opportunity to explore the world around them through hands on experiences.

### **Key stage 1**

Pupils will 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 are 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 small area in 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 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 (e.g. 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.
- 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.

## **Key stage 2**

Pupils will 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 will develop their use of geographical tools and skills to enhance their locational and place knowledge.

### **Pupils are taught to:**

- Locate the world's countries, using maps to focus on Europe 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.
- 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.

## **Geography and Christianity**

At St. Peter's, we recognise the beauty of the world which God created. We aim to 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 equips pupils with knowledge about diverse places, people, resources and natural and human environments. We promote a respect and understanding of other cultures and religious beliefs around the world. We provide children with an understanding of Christian history, people of faith and Christian traditions around the globe.

### **Teaching and learning**

We use a variety of teaching and learning styles in our geography lessons. We encourage children to investigate and ask, as well as answer, geographical questions. We offer them the opportunity to use a variety of data, such as maps, statistics, graphs, pictures, and aerial photographs. We enable them to use I.C.T. in geography lessons where this serves to enhance their learning. Children take part in discussions and they present their findings.

### **Assessment of Geography – Knowledge, Skills and Understanding**

Pupil assessment of progress in geography is related to knowledge, skills and understanding and takes place through question and answer sessions, written work and class discussions. Formal reporting takes the form of teachers providing a series of 'can do' statements related to the skills and concepts developed in lessons.

All staff are provided with clear expectations for their classes with regard to pupil development within geography, ensuring that they can plan their lessons to allow for pupil progress across the year and also in readiness for the next year.

### **Fieldwork**

Fieldwork is integral to good geography teaching and we include as many opportunities as we can to involve children in practical geographical research and enquiry. Health and safety guidelines will be adhered to at all times.

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