



# Chad Vale Primary Geography Policy

At Chad Vale Primary School we follow:

- The policies and procedures from Birmingham City Council and Birmingham Safeguarding Children Board (BSCB) which includes the Government's Prevent strategy.

Policy Written by:	Jacob Pollak
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## CHAD VALE RESPECTING RIGHTS

This policy is written with consideration to our schools commitment to the Rights of the Child (UNRC) and our achievement of becoming a Rights Respecting School. Although direct reference to this is not continuously made, the policy has been written with full awareness of our responsibility and commitment to this purpose.

As a school we have decided that the following rights link to this policy:

**Article 13: (freedom of expression) Every child must be free to express their thoughts And opinions and to access all kinds of information, as long as it is within the law.**

**Article 14: (freedom of thought, belief and religion) Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights.**

**Article 17: (access to information from the media) Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.**

**Article 22: (special protection of refugees) Every child has the right to special protection if they are a refugee. Governments must help to reunite every child with their parents.**

**Article 28: (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child.**

**Article 29: (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.**



## **GEOGRAPHY POLICY STATEMENT**

Geography at Chad Vale teaches an understanding of locations and environments. Through their work in geography, children develop a knowledge of their local area, and they compare their life in this locality with that in other regions in the United Kingdom and in the rest of the world. They learn how to construct and interpret maps (both local and global) and develop their skills of research, investigation, analysis and problem-solving. Through their growing knowledge and understanding of human geography, the children will also gain an appreciation of life in other cultures. In physical geography, the pupils will develop a knowledge of some natural disasters and an understanding of plate tectonics. Geography teaching should motivate children to find out more about the physical world and enable them to recognise the importance of sustainable development for the future of our planet.

Through geography at our school, we aim to offer:

- A rich and varied curriculum that will encourage self-confidence and independence of learning, meeting the needs of all children.
- A quality curriculum which is challenging and exciting and which fulfils the legal requirements of the National Curriculum.
- An environment which enables success and achievement, where high expectations lead to high standards, encouraging everyone to reach their full potential.

## **THE NATIONAL CURRICULUM 2014**

The national curriculum for Geography aims to ensure that all pupils:

- 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.



## **PLANNING**

The school uses the national curriculum as the basis of its planning which is mapped out on a long-term grid. Each class teacher follows a plan for each lesson. These lesson plans list specific learning objectives. The class teacher keeps these individual plans, and may discuss them with the geography subject leader on an informal basis. The planning of geography builds upon prior learning. Children of all abilities have the opportunity to develop their skills and knowledge in each area and, through planned progression, we offer them an increasing challenge as they move up the school.

## **FOUNDATION STAGE**

We teach geography in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage, we relate the geographical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. Geography makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world through activities such as collecting postcards from different places, singing songs from around the world, or investigating what makes a 'good' playground.

## **CROSS-CURRICULAR LINKS**

### **English**

Geography makes a significant contribution to the teaching of English in our school because it actively promotes the skills of reading, writing, speaking and listening. Some of the texts that we use in English are geographical in nature. We believe that these activities help to develop the children's speaking and listening skills, reading skills and writing abilities.

### **Mathematics**

Geography in our school contributes to the teaching of mathematics in a variety of ways. We teach the children how to represent objects with maps. The children study space, scale and distance and they learn how to use four- and six-figure grid references. In Key Stage 2, the children learn about the world's time zones and can calculate times in different parts of the world. They also use graphs to explore, analyse and illustrate a variety of data.

### **Information and Communication Technology (ICT)**

We make provision for the children to access computers and iPads in geography lessons where appropriate. We incorporate ICT in our geography curriculum planning at Key Stage 2 and we use it at Key Stage 1 when appropriate. Children use ICT in geography to enhance their skills in data handling and in presenting written work. They research information through the Internet and to help locate countries and rivers.

### **Personal, Social and Health Education (PHSE) and Citizenship**

Geography can inspire pupils to develop their concept of themselves as global citizens and become aware of a range of social issues. Children study the way people recycle materials and how environments are changed for better or for worse and the impact an individual may make. The nature of the subject means that children have the opportunity to take part in debates and discussions. Geography in our school promotes the concept of positive citizenship.

## Spiritual, moral, social and cultural development

We recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. Geography promotes interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

## GEOGRAPHY AND SEN

At Chad Vale Primary School, we teach geography to all children, whatever their ability. Geography forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our geography teaching, we provide learning opportunities that match the needs of children with learning difficulties and we take into account the targets set for individual children in their Individual Education Plans (IEPs).

## ORGANISATION

The expectation is that geography is taught for three half-terms across a year. In some instances, this may be taught as a 'block'. Teachers will follow the national curriculum points highlighted for their year groups along with the 'I can' statements to ensure complete coverage.

Chad Vale Geography Curriculum Progression

	KS1		KS2			
	Year 1	Year 2	Year3	Year 4	Year 5	Year 6
<b>Locational Knowledge</b>	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 seven continents and five oceans.	<p>Locate and name the continents on a World Map.</p> <p>Locate the main countries of Europe inc. Russia. Identify capital cities of Europe.</p> <p>Locate and name the countries making up the British Isles, with their capital cities.</p> <p>Identify longest rivers in the world, largest deserts, highest mountains. Compare with UK.</p>	<p>On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions.</p> <p>Locate and name the main countries and cities in and around the UK and the Midlands.</p> <p>Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.</p> 	<p>Locate the main countries in Europe and North or South America. Locate and name principal cities.</p> <p>Compare 2 different regions in UK rural/urban.</p> <p>Locate and name the main countries and cities in England.</p> <p>Linking with History, compare land use maps of UK from past with the present, focusing on land use.</p> <p>Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day</p>	<p>Identify the main environmental regions, key physical and human characteristics, and major cities.</p> <p>Linking with local History, map how land use has changed in local area over time.</p> <p>Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.</p> <p>Identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic Circles.</p>
<b>Place Knowledge</b>	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.	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 concentrating on islands and seasides.	Compare a region of the UK with a region in Europe, eg. local hilly area with a flat one or under sea level. Link with Science, rocks.	Compare a region in UK with a region in North America with significant differences and similarities.	Compare a region in UK with a region in South America with significant differences and similarities.	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.  Understand some of the reasons for similarities and differences.



<p><b>Human &amp; Physical Geography</b></p>	<p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Use basic geographical vocabulary to refer to:</p> <p>□ key physical features, including: forest, hill, mountain, soil, valley, vegetation, season and weather</p> <p>□ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>Use basic geographical vocabulary to refer to:</p> <p>□ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>□ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>Describe and understand key aspects of: Physical geography including Rivers and the water cycle, excluding transpiration, brief introduction to volcanoes and earthquakes linking to Science:rock types.</p> <p>Human geography including trade links in the Pre-roman and Roman era.</p> <p>Types of settlements in Early Britain linked to History. Why did early people choose to settle there?</p>	<p>Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts (link to work on Rainforest)</p> <p>Types of settlements in modern Britain: villages, towns, cities.</p>	<p>Describe and understand key aspects of: Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts.</p> <p>Human geography including trade between UK, Europe and the rest of the World.</p> <p>Fair/unfair distribution of resources (Fairtrade).</p> <p>Types of settlements in Viking, Saxon Britain linked to History.</p>	<p>Describe and understand key aspects of: Physical geography including volcanoes and earthquakes, looking at plate tectonics and the ring of fire.</p> <p>Distribution of natural resources focusing on energy.</p>
<p><b>Geographical Skills &amp; Field work</b></p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>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.</p>	<p>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.</p> <p>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.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>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.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>Learn the eight points of a compass, four-figure grid references.</p> <p>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.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>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 in the past and present.</p> <p>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.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>Extend to 6 figure grid references with teaching of latitude and longitude in depth.</p> <p>Expand map skills to include non-UK countries.</p> <p>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.</p>

**ASSESSMENT AND RECORD – KEEPING**

It is expected that work will be assessed in keeping with the school’s assessment policy. We assess the children’s work in geography by making informal judgements as we observe the children during lessons. Work will be differentiated by ability and once children have completed a piece of work, it will be marked according to the school’s marking policy. Where appropriate, children should be provided with feedback which allows them to focus on the next steps in their learning. Teachers will also assess the children’s learning through the ‘Foundation Assessment spreadsheets’ at the end of each term.

**MONITORING/ EVALUATION**

The leader will monitor the policy, planning and teaching and provide support where necessary. Ongoing monitoring of provision takes place throughout the year. Lesson observations, learning scrutinies, team teaching and data analysis are all ways in which the leader monitors and evaluates provision in their curriculum area.

**TRANSITION**

As we are in contact with feeder schools to Chad Vale, teachers at these schools should have a good understanding of their position at entry in Y7. We aim to create and maintain new relationships with other feeder schools to Chad Vale so that we can ensure that transition to secondary is as smooth as possible.

**INCLUSION AND EQUAL OPPORTUNITIES**

All teaching and non-teaching staff should ensure that all pupils, irrespective of gender, ability, ethnicity and social circumstances, have access to, and make the greatest progress possible, in all areas of the curriculum.

Policy agreed on: .....

Chair of Governors: .....