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**ST ALBANS**  
MULTI-ACADEMY TRUST

# Geography Procedures

<b>Policy type</b>	Local Academy
<b>Adopted by the LGB</b>	
<b>For review</b>	April 2023
<b>Person responsible</b>	L. Jesson

## VISION

**An excellent, nurturing education, valuing and respecting all. Everyone enjoying and exploring life in all its abundance, sharing our unique gifts, whilst growing together in love and understanding of the Christian faith.**

*'Each of you should use whatever gift you have received to serve others.'* 1 Peter 4:10a

**Totternhoe CE Academy is committed to safeguarding and promoting the welfare of our children and young people and expects all staff, volunteers and visitors to the school to share this commitment.**

## Introduction

Geography is a valued part of the curriculum, providing a purposeful means for exploring, understanding and appreciating the world we live in.

## Teaching and Learning

The requirements of the National Curriculum for years 1 – 6 are met through the themed curriculum.

Totternhoe CE Academy uses a variety of teaching and learning styles in geography lessons. The principal aims are to develop skills and understanding as well as developing their technical knowledge. This is achieved through a mixture of whole class teaching as well as individual and group activities.

The national curriculum defines the content of the school curriculum for geography for Years 1 to 6. Geography is taught through cross-curricular links with Maths, Computing and Topics where possible. The outdoor learning environment (including the Wonder Woods) and the local area such as Dunstable Downs, Totternhoe Knolls and Totternhoe village are used when appropriate. Aspects of the curriculum are taught through Forest School sessions, Arts Week, RE themes, Global Citizenship and curriculum enrichment through educational visits and journeys.

Long term plans are created, highlighting what lessons and topics will be covered when. Medium term topic plans are created termly, with more details based on the lessons planned to be taught. Short term plans are created for and by the class teacher. The short term plans list the specific learning objectives and expected

outcomes for each lesson and give details of how the lessons are taught. The class teacher keeps these individual plans and the subject leader reviews them on a regular basis to check for progression and continuity. The long term and medium term plans are accessible for parents and carers on the school website.

### **Key Stage 1**

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:

#### 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
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#### 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

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 Geography 187
- 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.

## EYFS

In the Early Years Foundation Stage (EYFS) geography based statements can mainly be found in the EYFS Specific Area, 'Understanding the World'. This area supports the future learning of Geography. These early experiences include: exploring and investigating, drawing on their own personal experiences, knowing that there are different countries in the world and being able to talk about these differences, recognising some environments are different and drawing information from a simple map.

## Assessment

Assessment is used to:

- Help future planning
- Motivate pupils
- Maintain records
- Report to pupils, parents, other teachers and governors

Children's progress is monitored through observation and by using planning and learning objectives from the National Curriculum and Early Years Foundation Stage. This information is recorded on Arbor to track progress.

## Differentiation & Adapting the curriculum

In each, class there are children of differing ability. We recognise this fact and provide suitable learning opportunities for all children (including those who may be gifted and talented or have additional needs) by matching the challenge of the task to the ability of the child. Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability.

## Spiritual, Moral, Social and Cultural Development

Totternhoe CE Academy recognises that the development of a child spiritually, morally, socially and culturally plays a vital part in their ability to learn and thus achieve. Geography promotes an interest in exploring, understanding and having respect for a diverse range of cultures.

## Inclusion and SEND

Totternhoe CE Academy aim to:

- Provide equality of educational opportunity
- Ensure that any discrimination and prejudice is eradicated
- Identify barriers to learning/ participation and provide appropriately to meet diverse needs
- Plan activities that encourages full and active participation by all children, matched to their knowledge, understanding and previous ability
- Deliver activities that are equally interesting to both boys and girls

### **Monitoring and Review**

- The Trust has delegated to Totternhoe CE Academy the responsibility for reviewing the implementation and effectiveness of these procedures. These procedures will be promoted and published throughout the Trust.
- The procedures will be reviewed every three years or if there are changes to the relevant legislation.