



LATCHMERE
ACADEMY TRUST

Geography Policy

Status	Curriculum
Review Cycle	Annual
Date written/ last review	September 2019
Date of next review	September 2020

NB: Throughout this document Latchmere Academy Trust may be abbreviated to "LAT"

Reasons for studying Geography

Geography in primary school is about developing pupils' knowledge of places, people and events whilst learning about how they interact. The curriculum (National Curriculum 2014) states that pupils should develop knowledge about the world, UK and their locality, as well as developing an understanding of subject-specific vocabulary, relating to human and physical geography and to begin to use geographical skills, including first hand observations, to enhance their locational awareness.

Geography encourages children to think about their own place in the world: their values, rights and their responsibilities to other people and the environment. All our children are naturally curious about the world around them. Therefore, the spirit of enquiry is at the centre of our geography studies at Latchmere and makes them accessible to all.

Aims

Our principal aim in the study of geography is to develop pupils' awareness, knowledge and understanding of their local environment, other parts of the British Isles, Europe and the developing world.

We also seek to:

- Stimulate interest in the variety of human and physical conditions of the Earth's surface
- Develop contextual knowledge of the location of globally significant places, 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 the key physical and human geographical features of the world
- Develop knowledge of other people and other cultures around the world, encouraging pupils to appreciate similarities and differences among communities in various localities
- Foster a sense of wonder at the beauty of the world around them
- Help to develop an informed concern about the quality of the environment and the future of the human habitat, enhancing their sense of responsibility for the care of the earth and its people
- Understand some of the relationships between people and environments
- Develop a range of skills necessary to carry out geographical enquiry and to interpret geographical information
- Encourage positive attitudes towards the environment and recognise their own place in the world, their values and their rights and responsibilities to other people

We develop concepts and ideas in these areas:

- Spatial relationships, such as location, place, distance and accessibility
- Natural processes, for example, those on the physical landscape
- The inter-relationship between people and environments
- Human and physical geography – i.e. Equator, North and South Poles, weather patterns etc
- Geographical skills and fieldwork, for example, using atlases, maps, compass directions and basic orienteering

We develop the following skills:

- Formulating appropriate questions
- Planning and organising an investigation
- Carrying out accurate fieldwork observations
- Preparing and using a questionnaire
- Extracting information from a variety of sources, both primary and secondary
- Measuring and quantifying information
- Recording and presenting data in appropriate ways
- Distinguishing clearly between fact and inferences
- Map making, map reading and appropriate use of maps
- Appropriate use of geographical language
- Use of appropriate ICT software for geographical enquiries
- Key Geographical terms and definitions

Content

All year groups study one or two geography units, which, where appropriate, link into other subject units studied at the same time. Each year group makes use of the local area to develop geographical skills and concepts. Field trips are undertaken either in the local area or further afield on day and residential visits.

EYFS

Observing the features of the world around them
Developing a sense of place in the world

Year One

Around our school and local area
Making our local area safer
Where in the world is Barnaby Bear?

Year Two

Passport to the world
Going to distant places (rainforests, deserts, oceans and polar lands)
A contrasting locality overseas (Kingston, Jamaica)

Year Three

Weather around the World
Kingston-upon-Thames: local area study / managing the environment

Year Four

Around the World - studying the continents (climate, trade etc.)
Brazil
Chocolate and Fair Trade
Tudors – circumnavigation of the world

Year Five

Water and Rivers

Year Six

Traffic in Richmond Park: a local planning enquiry

South American Rainforest: an environmental locality study

Fieldwork visits include:

- Local journeys
- Central Kingston
- River Thames
- Richmond Park
- Kew Gardens
- Hampton Park
- Teddington Lock

Residential visits include:

- Hindleap Warren, Ashdown Forest
- PGL, Eastbourne
- Fairthorne Manor

Cross Curricular Links

As well as developing pupils' geographical understanding, we aim to provide opportunities to reinforce and develop core skills that link with other subjects within the National Curriculum.

Pupils practise key **literacy** skills, for example through report writing, reading information texts and oral communication. **Numeracy** skills are enhanced through collecting, recording, presenting and analysing data, during fieldwork activities.

Links are also made with **Science** (for example, physical processes), **History** (Mexico and the Aztecs; the Tudors and worldwide exploration), **DT** (model making; crafts from around the world), **Drama** (role play, conscious alleys), citizenship and **PSHE** (caring for your environment, respecting diverse cultures), and **ICT** (we aim to utilise ICT as much as possible, giving pupils ample access to ICT as a source of information and images, and as a tool for communication).

Assessment and monitoring

In Key Stage Two, formative assessment takes place in the marking of pupils' books and also questioning pupils in class. Outriders are then annotated on medium term plans. At the end of a topic, teachers complete the individual unit assessment sheet, noting children that have exceeded expectations as well as children who have not met the standard. These assessment grids allow teachers to assess the children against the standards for each

particular unit of study. The end of year report assesses geography in terms of knowledge and understanding, and geographical enquiry.

In Key Stage One and EYFS children's geographical knowledge is assessed by:

- Setting adequate tasks which promote understanding
- Through "work scrutiny" of the children's work where we look at the skills and knowledge required by the end of KS1.

The role of the geography subject leader

- To be responsible for the development of the subject throughout the school
- To be a source of expertise, advice and information for colleagues
- To manage the budget and purchase resources for geography
- To manage storage for resources, and ensure that colleagues have access
- To attend geography subject leader meetings and training courses
- To update colleagues on subject development, giving training where necessary
- To consult with colleagues in planning and developing units of study

Resources

Pupils have access to a wide variety of geographical resources. Displays are regularly used to provide a stimulating, interactive starting point for a geographical study. Pupils are encouraged to bring in their own artifacts and resources to provide a focus for discussion. School-based resources include information books, original and reproduced documents, artefacts, pictures, photographs, videos and music. Moreover, plans link to Espresso, Google Earth, National Geographic and other Internet sites.

A recently resource a new programme called Digimap which provides easy access to a range of current and historical Ordnance Survey maps and aerial photography. Also included are street level maps showing street names and road-atlas style maps. Historical maps of the 1890s and 1950s are provided as well as aerial photography.

It offers a digital map of Great Britain at each scale available. Maps can be printed as PDF files at A3 or A4 size and in landscape or portrait orientation. Maps can be printed with an individual's own map title and name included with the scale bar and school name and address. Search tools include postcode, place name or national grid reference and maps can be moved to centre on any chosen location within Great Britain. Map keys are available for each scale map to explain the symbols used within the map.

Conclusion

In order to provide children with a strong geographical knowledge and to evoke in them a passion for learning about the world, we aim to continuously seek out ways to raise the standards and overall profile of geography within the school.