



Airedale Junior School  
'Aspire - Believe - Achieve'  
Geography Policy



*'Geography explains the past, illuminates the present and prepares us for the future.  
What could be more important than that?'*

Michael Palin 2007

## **Rationale**

At Airedale Junior School, we believe that a high-quality geography curriculum will inspire curiosity and fascination about the world and its people that will remain with them for the rest of their lives. It will help pupils deepen their knowledge and understanding about diverse places, people, resources and natural and human environments, together with a deep understanding of the interaction between Earth's key physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and changed over time.

At Airedale Junior School, the Geography curriculum provokes and answers questions about the natural and human world, using different scales of enquiry to view them from different perspectives. It develops knowledge of places and environment throughout the world, an understanding of maps, and a range of investigative and problem-solving skills both inside and outside the classroom. As children study geography, they encounter different societies and cultures. It can inspire them to think about their own place in the world, their values and their rights and responsibilities to other people and for our planet as a whole.

## **Aims**

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

- Create and foster a sense of wonder about the world
- Inspire a sense of responsibility about the environment and the people of the world
- Gain an understanding and in-depth knowledge of the diverse demographic of the world, so that children can realise that the world contains a great variety of land forms, climates and people (terrestrial and marine)
- Develop an understanding of how humans manipulate the surroundings of their environment, beginning to formulate an informed opinion on world affairs
- Work individually and co-operatively, listening to and valuing the opinion of others
- Develop competence in specific geographical skills
  - Observe and measure through experiences of fieldwork
  - Record and communicate observed data in a variety of forms (maps, numerical and writing)
  - Use and interpret maps, atlases, globes and photographs
- Acquire and develop the skills and confidence needed to undertake investigation, problem solving and decision making independently.



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### Curriculum

The Curriculum has been organised into termly topics which incorporate and promote our school values as well as providing the children with the opportunity to develop their knowledge, skills and understanding of the subject as set out in the National Curriculum programmes of study.

Medium Term plans and units of work are to be kept by the year group and easily accessible on the 'T drive'

### Topics 2017-2018

	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Autumn 1</b>	Raiders of the Lost Roar!	Voyagers & Vampires	I'm an evacuee...get me out of here	Please Sir!
<b>Autumn 2</b>	The Flintstones	Town Planners	Let's Get Ready to Rumble	Short Circuit
<b>Spring 1</b>	Hakuna Matata	Smashing Saxons	Greece is the Word	Tomb Raider
<b>Spring 2</b>	Magic Beans	Vicious Vikings	Scrumdiddlyumptious	The Circle of Life
<b>Summer 1</b>	The Secret of Pompeii	Into the Wild	To Infinity and Beyond	Man Overboard
<b>Summer 2</b>	The Complete Athlete	Indian Summer	Eurovision	This Time for Africa

### Curriculum and Subject Content

#### Key stage 2

At key stage 2 the programmes of studies are divided into four main areas: locational knowledge, place knowledge, human and physical geography and geographical skills and field work.

The geography curriculum enables children to 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 and locate the world's countries, using maps. Also key topographical features and land use patterns and understand how some aspects have changed over time. They should also develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

As part of the national curriculum children 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,

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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 in 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 8 points of a compass, 4- and 6-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
- 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

### **Cross-curricular skills and links**

Geography pervades every aspect of our lives and we will relate it to all areas of the curriculum. Lessons will make effective links with other curriculum areas and subjects, such as English, mathematics, ICT and history. For instance, data handling, shape and space. Clear connections and links can be seen between English and mathematics with geography through evidence in books. In addition to this, ICT can provide a range of interesting opportunities for recording data and information. Geography also has strong links with history, especially in understanding different periods and cultures in time.

Pupils at Airedale Junior School should also be given the opportunity to look at photographs, film clips and artefacts either through examples from books or personal collections.



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### **Teaching Styles and Strategies**

At Airedale Junior School we realise a range of teaching styles are necessary for the successful teaching of geography. The approaches need to be related to the topic and to the ability of the children.

Our teaching at all levels should include opportunities for:

- Teacher knowledge
- Practical lessons with prospects for demonstration and individual, pair, group and class discussions
- Consolidation and practice of the fundamental geography skills
- Appropriate use of ICT when real experiences are not available as appropriate
- Investigating practical work

### **Presentation of geography work**

At Airedale Junior School children will be given the opportunity to present their work in a variety of ways:

- Each child will have a topic exercise book in which they will record their work.
- Work may be presented in a range of different styles and may not always produce written work in their exercise book. In this instance, photographic evidence should be taken and placed in exercise books to show examples of practical sessions and tasks children have undertaken in the geographical skills section of their learning.
- Throughout the course of the geography topic children will use different methods of ICT from DVDs, google maps and PowerPoints.
- Working displays may be set up in the classroom or corridor such as maps, books and geographical vocabulary in order to support ongoing projects.

### **Inclusion**

We believe that a broad and balanced geography curriculum is the entitlement for all children regardless of ethnic origin, gender, class, aptitude or disability. All children will be given the opportunity to learn in a creative and encouraging learning environment which encompasses a range of learning and teaching styles and will have equal access to all materials suitable to their age/ability range. Pupils with Special Needs may receive support from teaching assistants where appropriate. Fieldwork may have to be adapted to individual requirements.



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### **Monitoring and Review**

Throughout the term/year a range of monitoring activities are conducted in-line with the schools monitoring calendar, such as: lesson observations/drop-ins, book/work scrutiny, pupil voice, display audits alongside data analysis. This enables the geography leader to constantly monitor their subject area, identify needs for CPD and/or peer support, while keeping abreast of standards in geography across school.

### **Assessment**

At Airedale Junior School, assessment is regarded as an integral part of teaching and learning and is a continuous process. It is the responsibility of the class teacher to assess the progress of individual children. Class teachers will keep a record of assessment on specialised geography based grids on which descriptors from the National Curriculum are used, allowing the statement to be used as a learning objective in books. Assessment is built into geography at the planning stage of each focus of work. There is planned opportunity for day to day assessment against clear intended learning outcomes. Also, children should be given the opportunity to evaluate their own work using strategies developed from assessment for learning (traffic lights on success criteria stickers).

### **Roles and Responsibilities**

Each member of the teaching staff has a responsibility for the teaching of geography.

The role of the geography co-ordinator is:

- Develop and implement this policy
- Ensure that his/her knowledge is continually updated and any significant developments and ideas are shared with all members of staff and therefore to be a consultant to all colleagues
- Support new and experienced teachers with the subject content
- Continually audit current practice (book scrutiny, drop-ins etc.)
- Resource the curriculum by keeping abreast of the latest teaching methods and materials, by reviewing, renewing and updating resources - artefacts, atlases, globes etc.
  - Resources for individual lessons (laminated maps, worksheets etc) are to be created and stored by the year group
- Facilitate standardised assessment of pupils work at moderation



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**Health and Safety**

The safety of children at Airedale Junior School is paramount. Activities, visits and trips will always be planned carefully and where necessary risk assessments will be completed. Teachers and teaching assistants need to be aware of health and safety procedures when using equipment and when carrying out fieldwork (on and off school premises). Children must be aware of the need for personal safety and the safety of others during geography lessons, especially during fieldwork.