GEOGRAPHY

Rationale

Geography explores the relationships between the earth and its peoples through the study of place, space and environment. Our enjoyment of learning about geography will help us to understand our place on the earth and our responsibility for its future.

Purpose

To encourage the development of a policy for geography which leads to teaching and learning that:

- Fosters pupils' sense of wonder at the diversity of the world around them.
- Development and understanding of physical and economic and social processes which influence the development of areas and landscapes.
- Develops their sense of identity through learning about the UK and its relationships with other countries.
- Stimulates pupils' interest in their surroundings and how the physical geography of the earth is influenced by human activities.
- Helps them develop an informed concern about the quality of the environment and the future of the human habitat.
- Encourages their sense of responsibility for the care of the earth and its people.

Guidelines

Good practice in the teaching and learning of geography will include:

- Study from a balanced range of areas from the school and local area through re.g.ional, national and global examples.
- A wide range of skills including map-work, field-work, and ICT.
- The development of geographical knowledge including that of areas and localities around the world.
- Recognising the potential links between geography and other subjects, with cross-curricular themes and their different skills.
- An approach through enquiry/decision-making learning using the school environment and real places.

Framework for Geography

There are four Programmes of Study:

- Geographical enquiry and skills
- Knowledge and understanding of places
- Knowledge and understanding of patterns and processes
- Knowledge and understanding of environmental change and sustainable development.

Whole School Policy

It will:

- Enable the school to collect and allocate appropriate resources
- Provide a continuity of approach as children progress through the school
- Provide links with other subjects – these give opportunities to revise ideas/concepts already learned, and help children to make connections between ideas and concepts.
- Will establish criteria for assessment.

It will:

- Enable teachers to communicate with those at different KS levels – for continuity of development through the school, and to gain the maximum potential from cross-curricular links.
- Inform parents and school governors who wish to know more about the school curriculum.

Geography and Cross-Curricular Links

Mathematics

Pupils studying geography will be required to apply mathematical skills and ideas, such as spatial understanding and the use of co-ordinates.

Data-handling, representation of height and relief on topographical maps, construction of relief models (3D work).

Science

Common knowledge to geography and science:

- Climate and weather
- River systems
- Effects of erosion, transportation and deposition on landforms
- Animals, plants and their distribution
- Earth and the solar system
- Geological timescales
- The structure of the earth
- Gravity and tides
- The water cycle.

Technology and Design

Technological development is an important factor in determining the economic growth of a country. Opportunity to study different solutions to common technological problems, e.g. fresh water supply.

Information Technology

Data-handling, communication, presentation of results to geographical enquiries.

Multi-cultural Education

Help pupils build an informed and balanced view of the world and their place in it.

Consider similarities and differences between individuals, groups and communities. Considering similarities first and differences second, can help to promote positive images and challenge myths, stereotypes and misconceptions.

History

Links between history and study of places, human geography and environmental geography.

English

Spoken and written language both provide a variety of ways of following geographical enquiry and recording it:

- talking, discussing, taping, interviewing,
- compiling questions and answers.

Resources and Teaching Methods

Knowledge given by teacher
Written sources – books, atlases, maps, globes.
Field work – school, school environmental areas,
Seaton Town, Seaton beach, River Axe and its estuary, Dartmoor, etc.
Creative activities – models.
Individual and group enquiries.
TV, radio, film programmes.
Role play and drama – visits from outside speakers.

Fiction – see sheet prepared by Library Service.
ICT, CD-ROMS, Internet.

Ways of Recording Pupils' Work

Writing of all kinds.
Drawing, painting.
Model making.
Talking, discussing, taping.
Interviewing, compiling questions and answers.
Sorting and classifying information using databases, ICT.
Involvement in environmental issues connected with recycling, pollution, aid work.

Key Stage 1

Teacher Assessment of Geography – for guidance see 'Devon Approach to Teacher, Assessment at KS1 – History and Geography'.

Key Stage 1 – Resources

Around the world (An Infant Atlas), pub. Schofield & Sims.
Wipe-clean maps of UK and World.
Globes.
Ginn Geography KS1 Big Book and Teachers Resource Book.
School grounds, environmental area, town, beach.

At KS1 geography is taught as part of an inte.g.rated curriculum through topics. This approach offers a practical way to plan activities covering areas of the curriculum which overlap, e.g.:

> KS1 13B - Unit 2, How can we make our local area safe? Children investigate and learn about the physical and human features of their own environment.
>
> KS1 13E - Unit 3, an island home. Children appreciate how their locality is similar to, and different from, other places.

It is important that this sort of 'geography' work is placed within the topics, as work can then readily be matched to the skills and ability levels of groups within a class, taking advantage of interests which develop.

Pupils' work can be recorded in topic books, and a wide variety of other media (see attached guidelines.)

Key Stage 2

In KS2a geography is taught both as an inte.g.rated part of topic work (leading and secondary subject) and as a separate subject itself.

There will be continuity and development of the learning from KS1 as the children re-visit some of the geographical ideas already experiences, e.g. work on 'How can we make our local area safe?' KS1 topic leads into work in 'Investigating our local area.'

Geography topic work at KS2 can play supporting role in a topic such as Life in Ancient Greece; a leading role when combined with science as in the topic on Weather; the major focus of a topic such as in Life in Other Countries.

Work can be recorded in pupils' topic book, geography book, or in a variety of other media (see attached guidelines).

Resource lists for each topic are contained in each topic box, together with teacher's books, videos, posters, etc.

Each class has wall maps of The World and Great Britain, and two classes share a globe. As a central resource, there are also OHP maps (various), photocopiable maps of all sizes, weather recording equipment, fossil samples, etc.

At KS2 we introduce the Mapstart scheme, which covers a wide variety of geographical skills, and which will be continued in KS2b.

Each pupil's work for Mapstart is recorded in a geography book and worksheets are collected into a pupil's folder which will move on through the school with the child.

In KS2 we also introduce Ginn Geography books:

- Pupils' books
- Group discussion books
- Teachers' resource books.

Teachers are encouraged to extend their teaching beyond the information offered in the books, but these books are seen as a valuable resource and teaching/learning aid to children who are beginning to develop skills in research, comparison, analysis.

Use will be made of school grounds, environmental area, Seaton town and beach and work recorded in many ways (see guidelines).

Expectations

By the end of Key Stage 1, most children will be able to:

- Describe the main features of localities and recognise their similarities and differences;
- Recognise where things are and why they are as they are;
- Recognise changes in the environment of localities and how people affect that environment;
- Find out, and express views, about people, places and environments by asking and answering questions, and by using their own observations and other geographical skills and resources.

By the end of Key Stage 2, most children will be able to:

- Explain the physical and human characteristics of places and their similarities and differences, and know the location of significant places and environments in the UK, Europe and the world;
- Explain patterns of physical and human features and recognise how selected physical and human processes cause changes in the character of places and environments;
- Describe how people can damage and improve the environment and recognise how and why people may seek to manage environments sustainably;
- Undertake geographical enquiry by asking and responding to questions, identifying and explaining different views, and using a range of geographical skills, resources and their own observations.

Progression in Patterns and Processes and Geographical Enquiry Skills

Developing knowledge and understanding of patterns and processes through selected units.

Reception

- Children show an awareness of their immediate locality, e.g. they can find important places in the nursery area, e.g. the sand pit, the toilets.
- Children show an awareness of the purposes of some of the features of the area in which they live, e.g. they tell you what you can buy in some of the shops, or the things you can do in the local park..

Year 1 - Around our school – the local area.

- To recognise where things are, e.g. recognising where the resource area is in relation to other areas.
- To recognise why things happen, e.g. recognise that the road outside is busiest when people are going to school and to work..

Year 2 - Going to the Seaside.

- To make simple observations about where things are, e.g. observing that gift shops are in the main street,
- To make appropriate observations about why things happen, e.g. observing that the car parks can fill up quickly in the summer because of the very large number of tourists.

Year 3 / 4 - Weather around the World.

- To begin to offer appropriate observations about locations and patterns, e.g. observing on an atlas map that some places have more rain than others,
- To begin to offer reasons for the way things are, e.g. suggesting that the sunny side of school is warmer than the shady side.

Year 4 - A Village in India.

- To offer appropriate observations about patterns in places, e.g. noticing themselves that on a map of the village the houses are strung out along the road.
- To begin to explain processes, ie why things are like that, e.g. suggesting that the market is near the centre of the village because this is easiest for people to get to because the paths and roads meet there.

Year 5 / 6 - A Contrasting UK Locality.

- To make appropriate observations about locations and patterns, e.g. observing the distribution and location of banks and finance functions in the high street,
- To offer explanations for a number of processes, e.g. explaining why certain activities cluster around the sea front and pier in a seaside town.

Year 6 - Should the High Street be closed to Traffic?

- To begin to offer explanations about locations and patterns, e.g. explaining why a town grew up at a river crossing.
- To know about a number of physical and human processes and their importance, e.g. knowing that settlements tend to grow outwards from a central point and that this puts pressure on surrounding farmland.

Developing Geographical Enquiry Skills Through Selected Units

Reception

- Children begin to record geographical information, e.g. they collect different coloured leaves on a nature walk and put them on a model of the walk.
- Children begin to develop an understanding of maps and plans, e.g. they identify everyday objects from their outlines.
- Children begin to develop way-finding skills, e.g. they do ‘maze’ puzzles.
- Children begin to use ICT, e.g. they use a programmable toy and direct it through a maze.

Year 1 - Around our school – the Local Area.

- To investigate their surroundings, and to know that the world extends beyond their own locality, e.g. carry out a fieldwork investigation of the school grounds.
- To ask and respond to geographical questions in straightforward terms, e.g. saying what a feature is on a photograph of an area when asked.
- To use appropriate vocabulary, e.g. shop, church, road, park, playground..
- To make, use and interpret globes, maps and plans, e.g. labelling places on a plan of the school an its grounds.
- Using ICT where appropriate, e.g. word processing the name of their school or settlement.

Year 2 - Going to the Seaside.

- To investigate their surroundings and to know that the world extends beyond their locality, e.g. knowing where their locality is and where the seaside is in relation to it.
- To ask and respond to geographical questions on the basis of information and their own observations, e.g. asking what the pier, groynes or beaches are used for.
- To use appropriate geographical vocabulary, e seaside, beach, holiday postcard.
- To make, use and interpret globes, maps and plans, e.g. using letter and number co-ordinations to locate features on a plan of the coast.
- Use ICT when appropriate, e.g. drawing a picture/map of the beach and coast using a Draw/Paint programme.

Year 3 / 4 - Weather around the World

- To investigate places and themes at more than one scale, e.g. investigating the school's microclimate and the weather in other places.
- To begin to ask geographical questions, e.g. What is the weather like? How do the school's buildings affect the weather?
- To use appropriate geographical vocabulary, e.g. temperature, rainfall, windspeed.
- To make, use and interpret globes, maps and plans, e.g. marking temperatures onto a site plan of the school without assistance.
- Use ICT when appropriate, e.g. presenting rainfall statistics as bar charts using an appropriate software package.

Aspects of progression in Geography at Key Stages 1 and 2

	From	**To**
Location and scale of study	Greater emphasis on small-scale/local, e.g. school grounds.	More emphasis on the larger scale; contrasting and distant places, e.g. localities in the UK and overseas.
Breadth and depth of focus	Narrow focus, e.g. local stream or shopping area.	Wider focus, e.g. major river system or city centre.
Complexity of ideas	Simple links, features, e.g. local journeys, use of resources.	Generalised, more abstract, e.g. transport systems, sustainability.
Precision of subject language.	Basic terms, e.g. stream, hill	Precise, subject specific terms, e.g. tributary, relief.
Progression of map skills.	Simple, basic, e.g. co-ordinates.	Wider range, precise, e.g. four or six figures references.
Development of values and attitudes.	Personal views, e.g. likes and dislikes.	Critical evaluation, conflicts and solutions, e.g. response to local issues.
Enquiry skills.	Responding to questions, e.g. what, where, why?	Initiating questions, e.g. what, where, why how?
Fieldwork skills	Simple/basic field techniques, e.g. observe and identify which way a river flows.	More precise measurement, e.g. river measurement at different sites – width, depth, speed.
Secondary sources	Simple/basic skills, e.g. observation of features on a photograph.	Complex skills drawing on subject knowledge and ideas, e.g. identification and explanation of features.
Use of ICT	Simple/basic skills: teacher directed, e.g. spreadsheets for weather data, using representational symbols.	Precise, complex skills; greater independence, e.g. spreadsheets for numeric data (weather variables), use of simple formulae.