



Geography Policy

Introduction

Geography is a foundation subject in the National Curriculum. This policy outlines the intent of Geography at Ellingham and implementation is the responsibility of all teaching staff, overseen by the co-ordinator.

Intent

At Ellingham we believe that Geography helps to provoke and answer questions about the natural and human worlds, encouraging children to develop a greater understanding of their world and their place in it. It helps to develop a range of investigation and problem-solving skills that are transferable to other curriculum areas and which can be used to promote children's spiritual, moral, social and cultural development. At Ellingham we endeavour to make sure children are equipped with key geographical skills that enable them to be secure in their knowledge of the Earth's key physical and human processes. We want our curriculum to inspire our children to think about how the world's geography is affected by environmental factors and therefore we want our children to think about the part they can play in looking after our planet.

We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives; to promote children's interest and understanding about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

Above all else our intent is that by the time all children leave Ellingham they have been enriched with a fascination about the world around them that inspires them to want to learn more.

Whole School Overview – Units

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2-3 year olds Units will cover the following knowledge and skills:	Enjoys playing with small-world models such as a farm, a garage, or a train track. Notices detailed features of objects in their environment Shows interests in different animals and sound they make					
3-4 year olds Units will cover the following knowledge and skills:	Comments about aspects of their familiar world such as the place where they live		Asks questions about aspects of their familiar world such as the place where they live		Know where they live – town Know who they live with Talk about the daily weather and link to seasons Understand modes of transport	
R Units will cover the following knowledge and skills:	To have an understanding of the similarities and differences between places		To use appropriate everyday vocabulary to describe features of their own environment		To understand that environments in the wider world may vary and how we look after it eg recycling	
1		Where is our school?			Create your own Island:	When and where is the best place to enjoy an ice cream?
2			The continents and Oceans of the Globe.	How is Brasilia different to London?	Why do we have so many flags? The United Kingdom	
3	The United Kingdom		Eurovision		Comparison study climate change	
4	Brazil			Similarities and differences		Water cycle and Rivers
5			Mountains Volcanoes and earthquakes.	Our Planet		Fair Trade
6		WW2	Climate zones, biomes and vegetation belts	Climate Change		

Whole School Overview – Skills and Knowledge Progression

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2-3 year olds	Enjoys playing with small-world models such as a farm, a garage, or a train track. Notices detailed features of objects in their environment Shows interests in different animals and sound they make					
3-4 year olds	Comments about aspects of their familiar world such as the place where they live		Asks questions about aspects of their familiar world such as the place where they live		Know where they live – town Know who they live with Talk about the daily weather and link to seasons Understand modes of transport	
R	To have an understanding of the similarities and differences between places		To use appropriate everyday vocabulary to describe features of their own environment		To understand that environments in the wider world may vary and how we look after it eg recycling	
1		Can I talk about where I live? Can I recognize similarities and Differences in my immediate environment? Can I observe and record? Can I use basic geographical vocab to describe a place e.g town, village, house etc. Can I understand compass points N, S, E, W can be used to show direction?			Can I use maps, atlases and globes to locate places? Can I use basic geographical vocab to describe a place (revisiting and building on vocab from the first term)	Can I ask questions about the weather and seasons? Can I express opinions about the seasons and relate changes in clothing and activities? Can I use fieldwork to observe, measure and record human and physical (features?)
2			To know: 7 continents, 5 oceans. Can I use a globe to locate and name the continents	Comparing and contrasting human and physical geography of UK and Brazil.	Can I name and locate the countries making up the British Isles, with their capital cities? Can I locate and name the main	

			<p>of the world? Can I locate and label the 5 oceans.</p>	<p>Can I compare a local town in England with a contrasting city in Brazil by asking and answering geographical questions? Use Maps/Atlases and globes to locate the countries and describe the features studied.</p>	<p>river running through each country? Use Maps/Atlases and globes to locate the countries (revisiting the skill) Use four points of the compass to build knowledge of the UK</p>	
3	<p>Can I locate the major cities in the UK? Can I use photographs to critically study the topographical features of an area of the UK? Can I study the geographical similarities and differences through the study of human and physical geography of contrasting regions in the UK? Can I use the four compass points to build my knowledge of the UK and the wider world? Can I use the four grid references, symbols and keys to build my knowledge of the UK.</p>		<p>Can I use maps to locate the countries of Europe? Can I locate the countries in Europe concentrating on their environmental regions? Can I use maps/atlas to locate the countries in Europe concentrating on their key physical and human characteristics? Can I use digital and computer mapping to locate countries? Study maps to make assumptions about the different areas of Europe e.g. using map</p>		<p>Develop a basic understanding of what climate change is and means. To be aware of the difference between climate and weather. • To recognise that the Earth's climate is changing and that human activities are contributing towards this change Can I ask questions about global warming and discuss the cause of it and research the implications? Can I reach reasoned and informed solutions and discuss the consequences for the future?</p>	

			keys to identify mountainous areas, urban areas etc			
4	<p>Can I locate and identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn</p> <p>Can I use maps to locate the countries in south America concentrating on human and physical characteristics?</p> <p>Can I use maps/atlases to locate the major cities in South America?</p> <p>Can I study the geographical similarities and differences through the study of human and physical geography of our local region and a region in south America?</p> <p>Can I raise questions about the different hemispheres and make predictions about how life will be different in the two hemispheres?</p>	.		<p>Can I study the land use patterns of an area in the UK linked to an area of study and say how these have changed over time?</p> <p>Can I use four and six figure grid reference, symbols and keys to build my knowledge of the UK and the wider world?</p> <p>Can I use Ordnance Survey maps, symbols and keys to build my knowledge of the UK and the wider world.</p>		<p>Can I explain the water cycle including the terms evaporation (from the sea/lakes) condensation, precipitation, run-off and groundwater?</p> <p>Discuss the different paths that water takes</p> <p>Can I understand that a river basin is an area of land drained by a river and its tributaries?</p> <p>Can I identify features of a river basin: springs, mountain streams, channel, valley, floodplain, lakes, estuary, coastline?</p> <p>Can I follow the course of a river from source to mouth while using a map?</p>
5			Can I describe and show an	Can I locate the major cities of the		Can I understand

			<p>understanding of earthquakes linking to the key places I study?</p> <p>Can I describe an understanding of volcanoes to the key places I study?</p> <p>Can I answer questions about the food, minerals and water aspects of mountains?</p> <p>Use map keys to identify different mountains and volcanic areas.</p>	<p>world and draw conclusions as to their similarities and differences?</p> <p>Can I use and explain the term 'Climate zone' and identify them?</p> <p>Use maps to identify different climate zones.</p> <p>Can I explain the distribution of natural resources including energy of key places I study?</p>		<p>and describe types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Can I understand the economic activity, including trade links of the key places I study?</p>
6		<p>Can I use globe, maps, sources to investigate where all the people and resources came from, where the battles were fought and how it changed how the human geography- (locate Russia on a map) Russia changed to USSR, new borders etc. Can I study land use patterns and say how these have changed</p>	<p>I understand the term 'biome' I can use knowledge of this term to make suggestions for places in the world which may be biomes</p> <p>I can use maps to locate areas they think maybe biomes e.g. very green areas a could be rainforests, flat pale ones could be deserts etc. defend</p>	<p>Can I identify the position and significance of the Arctic and Antarctic circles (in relation to climate change)</p> <p>Can I study the distribution of natural resources, including energy of the key places that I study?</p>		

		from and since WW2	reasoning using knowledge of maps.			
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Expectations at the end of Key Stage one:

Pupils should be taught to:

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 areas.

Understand geographical similarities and differences through studying human and physical geography of a small area of the UK and of a small area in a contrasting non-European country.

Identify seasonal and daily weather patterns in the UK 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, hill, cliff, coast, forest, 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.

Use world maps, atlases and globes to identify the UK and its countries, continents and oceans studied at this key stage.

Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far, left and right) to describe locations of features and routes on a map.

Expectations at the end of Key Stage two:

Pupils should be taught to:

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 the 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 positions 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).

Understand geographical similarities and differences through the study of human and physical geography of a region in the United Kingdom, a region in the European country, and a region within North and South America.

Describe and Understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.

Use the eight points of a compass, four and six figure grid references, symbols and key (including the use of the Ordnance survey maps) to build their knowledge of the United Kingdom and the wider world.

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.

Planning, assessment and monitoring

The development of Geographical knowledge, understanding and skills are continually assessed through planning, teaching and reviewing. Key geographical skills are assessed by: Observing children at work, individually, in pairs, groups and whole class. Using differentiated, open ended questions that require children to explain and unpick their understanding. Use effective marking, including green pen questions to which pupils respond and reflect in purple pen-demonstrates engaged learning. The quality of teaching in all geography lessons should be consistently good or better with each lesson following clear learning objectives and differentiated work that is inclusive of all learning needs. Quality questioning should be applied to enable greater depth of thinking and build enquiry skills. Reporting of children's progress in Geography occurs annually and is reported to parents at the end of the academic year but may also be discussed and reflected on at parents' evenings.

Through the delivery of the EYFS, KS1 and KS2 geographical National Curriculum we must ensure we have equipped pupils with the Geography skills and knowledge that will enable them to be ready for the Key Stage 3 curriculum and on the path to life as an adult in the wider world. We want the children to have thoroughly enjoyed learning about Geography, therefore have a greater understanding of themselves and others and be encouraged to undertake new life experiences, now and in the future.

Additional Information –

Trip and visitors arranged

Spring term: Climate Change

Summer term: International week