



GEOGRAPHY POLICY

Philosophy

At Ruislip Gardens School we believe that all children, regardless of ethnic origin, gender, ability or socioeconomic status, should be encouraged to develop their sense of place, to understand how they fit into the wider world, and to foster a sense of responsibility in caring for the Earth and its people. As stated in 'The Geography programmes for study: key stages 1 and 2' A high quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. (Purpose of Study: Geography National Curriculum Programmes of Study Key Stages 1 and 2. September 2014)

Aims

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

- Develop contextual knowledge of the location of globally significant places-both terrestrial and marine-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 key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- Are competent in the geographical skills needed to
 - Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Overview of Geography Curriculum

Foundation Stage

Pupils will develop early geographical skills and knowledge through Understanding of the World.

Key Stage 1

Pupils will 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.

Key Stage 2

Pupils will 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. They will develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.



Key Stage	Locational Knowledge	Place Knowledge	Human and Physical Geography
1	<ul style="list-style-type: none">➤ Name and locate the world's 7 continents and 5 oceans➤ Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.	<ul style="list-style-type: none">➤ 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.	<ul style="list-style-type: none">➤ 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 Nth and Sth Poles➤ Use basic geographical vocabulary to refer to: key physical features eg beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Key human features eg city, town, village, factory, farm, house, office, port, harbour and shop.
2	<ul style="list-style-type: none">➤ Locate the world's countries using maps to focus on Europe (including the location of Russia) and Nth and Sth America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.➤ Name and locate counties and cities of the UK, 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)	<ul style="list-style-type: none">➤ Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country and a region within Nth or Sth America	<ul style="list-style-type: none">➤ 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 settlements and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.



Key Stage	Geographical Skills and Fieldwork
1	<ul style="list-style-type: none">➤ Use world maps, atlases and globes to identify the UK 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 (e.g. near, far, left and right) to describe the location of features and routes on a map.
2	<ul style="list-style-type: none">➤ 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.➤ 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.

Record Keeping and Assessment

Assessment is ongoing through observation, next-steps marking, oral feedback, pupil interviews and book scrutiny.

Equal Opportunities

When planning teachers will modify, as necessary, the National Curriculum programmes of study to provide all pupils with relevant and appropriately challenging work at each key stage, in order to provide a more inclusive curriculum which:

- sets suitable learning challenges
- responds to pupils' diverse learning needs
- overcomes potential barriers to learning and assessment for individuals and groups of pupils.

Continuity and Progression

Building on children's experiences within the foundation stage, the school follows the National Curriculum for Geography (September 2014). In Key Stage 1 and 2 a school long term plan has been agreed and medium term plans will be completed by Year group class teachers each term. These will include key learning objectives and key questions; planned activities linked to the learning objectives, expected outcomes and planned assessment opportunities.

Monitoring and Evaluation

Medium term plans are available for each year group to enable monitoring of Geography throughout the school. These plans are evaluated and discussed during planning scrutinies.

Development Plan

To embed the new curriculum for Geography throughout the school.
To resource the new curriculum appropriately within the allocated budget for geography.