

# **English Martyrs Catholic Primary School**



*'A Learning Community in Christ'*

## **Geography Policy**

### **Introduction**

Geography is a foundation subject which will be taught in accordance with the principles defined in our Mission Statement. The Cornerstones Curriculum has been implemented throughout English Martyrs since September 2014 and therefore Geography will be immersed and taught through the new cross-curricular system.

### **What is Geography?**

Geography is the study of places, the human and physical processes which shape them and the people who live in them.

Geography provokes and answers questions about the natural and human worlds, using different scales of enquiry to view them from different perspectives. It develops knowledge of places and environments throughout the world, an understanding of maps, and a range of investigative and problem-solving skills both inside and outside the classroom. As such, it prepares pupils for adult life and employment. Geography is a focus within the curriculum for understanding and resolving issues about the environment and sustainable development. It is also an important link between the natural and social sciences. As pupils study geography, they encounter different societies and cultures. This helps them realise how nations rely on each other. It can inspire them to think about their own place in the world, their values, and their rights and responsibilities to other people and the environment.

### **What are the aims at English Martyrs Catholic Primary School?**

The aims of geography teaching are:

- To motivate pupils to find out about the physical and human environment and to explore the interrelation between the two
- To stimulate the children's interest in their surroundings and in the variety of human and physical conditions on the Earth's surface
- To develop a sense of place and of identity through learning about the local area and its relationship with the rest of the UK and the rest of the world

- To give pupils the opportunity to become aware of lifestyles that are different from their own, and encourage tolerance and respect through understanding
- To help pupils acquire and develop the skills and confidence to undertake investigation, problem solving and decision making
- To inspire a sense of responsibility for the environments and people of the world we live in.

### **Objectives in Key Stage One:**

Teaching should ensure that geographical enquiry and skills are used when developing knowledge and understanding of places, patterns and processes, and environmental change and sustainable development.

Geographical enquiry and skills.

1. In undertaking geographical enquiry, pupils should be taught to:

- a) ask geographical questions
- b) observe and record
- c) express their own views about people, places and environments
- d) communicate in different ways.

2. In developing geographical skills (Appendix 1 'I can statements') pupils should be taught to:

- a) use geographical vocabulary (Appendix 2 Geography vocabulary)
- b) use fieldwork skills
- c) use globes, maps and plans at a range of scales
- d) use secondary sources of information
- e) make maps and plans.

Knowledge and understanding of places

3. Pupils should be taught to:

- a) identify and describe what places are like
- b) identify and describe where places are
- c) recognise how places have become the way they are and how they are changing
- d) recognise how places compare with other places
- e) recognise how places are linked to other places in the world.

Knowledge and understanding of patterns and processes

4. Pupils should be taught to:

- a) make observations about where things are located and other features in the environment
- b) recognise changes in physical and human features.

Knowledge and understanding of environmental change and sustainable development

5. Pupils should be taught to:

- a) recognise changes in the environment
- b) recognise how the environment may be improved and sustained.

## **Objectives in Key Stage Two**

The Key Stage One objectives are continued and built on.

1. In undertaking geographical enquiry, pupils should be taught to:
  - a) ask geographical questions
  - b) collect and record evidence
  - c) analyse evidence and draw conclusions
  - d) identify and explain different views that people including themselves, hold about topical geographical issues
  - e) communicate in ways appropriate to the task and audience.
  
2. In developing geographical skills, pupils should be taught to:
  - a) use appropriate geographical vocabulary (Appendix 1 Geography vocabulary)
  - b) use appropriate fieldwork techniques
  - c) use atlases and globes, maps and plans at a range of scales
  - d) use secondary sources of information, including aerial photographs and IT
  - e) draw plans and maps at a range of scales
  - f) use ICT to help in geographical investigations
  - g) apply decision-making skills.

Knowledge and understanding of places

3. Pupils should be taught:
  - a) to identify and describe what places are like
  - b) the location of places and environments they study and other significant places and environments
  - c) to describe where places are
  - d) to explain why places are like they are
  - e) to identify how and why places change and how they may change in the future
  - f) to describe and explain how and why places are similar to and different from other places in the same country and elsewhere in the world
  - g) to recognise how places fit within a wider geographical context and are interdependent.

Knowledge and understanding of patterns and processes

4. Pupils should be taught to:
  - a) recognise and explain patterns made by individual physical and human features in the environment
  - b) recognise some physical and human processes and explain how these can cause changes in places and environments.

Knowledge and understanding of environmental change and sustainable development

5. Pupils should be taught to:
  - a) recognise how people can improve the environment or damage it, and how decisions about places and environments affect the future quality of people's lives
  - b) recognise how and why people may seek to manage environments sustainably, and to identify opportunities for their own involvement.

## **How will the Geography Curriculum be delivered?**

In Key Stage One pupils should be taught the knowledge, skills and understanding through the study of two localities:

- a) the locality of the school
- b) a locality either in the United Kingdom or overseas that has physical and/or human features that contrast with those in the locality of the school.

In their study of localities, pupils should:

- a) study at a local scale
- b) carry out field work investigations outside the classroom.

In Key Stage Two pupils should be taught the knowledge, skills and understanding through the study of two localities and three themes:

Localities

- a) a locality in the United Kingdom
- b) a locality in a country that is less economically developed.

Themes

- c) water and its effects on landscapes and people, including the physical features of rivers or coasts and the process of erosion and deposits that affect them
- d) how settlements differ and change, including why they differ in size and character, and an issue arising from changes in land use
- e) an environmental issue, caused by change in an environment, and attempts to manage the environment sustainably.

In their study of localities and themes, pupils should:

- a) study at a range of scales – local, regional and national
- b) study a range of places and environments in different parts of the world, including the United Kingdom and the European Union
- c) carry out fieldwork investigations outside the classroom.

## **Where does geography occur in the curriculum?**

- As a major focus for a topic
- As a smaller element within a topic
- As a discrete lesson/talk
- As part of a theme such as Fairtrade
- As part of an assembly
- In discussion related to current news items
- During story time
- In displays both through the classroom and in other areas of the school
- During trips and residential visits when the geographical skills can be confirmed in a practical way

- In exploring the local environment of the school and its immediate surrounding area.

The Geography topics are scheduled in the Whole School Curriculum Plan. The Scheme of Work is based on geography study units in the National Curriculum which provides plenty of opportunities for cross-curricular work.

The pupils will cover a list of key facts in geography in the different class topics.

### **Classroom organisation and teaching methods**

Classroom organisation will depend on the needs and abilities of the pupils and also on the aims of the lessons. A variety of approaches such as whole class lessons, groups and paired and individual work are experienced by pupils in their geographical work. The teaching of geography reflects the different learning styles to ensure full inclusion.

Fieldwork helps to promote learning in all aspects of geography and is included in all aspects of the curriculum plans. All pupils are able to use ICT as part of their geographical work. Interactive whiteboards in the classrooms are used to enhance the children's learning.

Resources related to the topics are stored in thematic boxes.

Other resources such as globes, maps, atlases, pictures, aerial photographs, compasses, measuring equipment, cameras, books and games are stored in the school.

Differentiation in terms of learning objectives, tasks, teaching methods and resources will be planned for pupils with special educational needs. All pupils should have access to materials and opportunities suitable to their specific needs. Exceptionally able pupils need to be challenged with open-ended tasks which provide opportunities to tackle more complex issues and use a wider range of resources.

### **Assessment and recording**

Pupils' progress is assessed and monitored during the year through normal teacher planning and observation. A record of pupils' topic and skills coverage is kept as an ongoing record to assist with future teaching and planning for continuity and progression. Parent/carers are informed of their child's progress at parent/carers' evenings and in the summer term report.

### **Monitoring**

The subject leader will monitor termly plans, children's work and classroom displays to ensure delivery of the geography curriculum.

Dated: January 2015

To be reviewed: Spring 2017

Subject Leader: Susie Fordham

## Appendix 1 Geography vocabulary

**Accessible:** A place which is easy to reach.

**Agriculture:** The growing of crops and rearing of animals.

**Amenities:** services that people find very useful, but are not essential, like swimming pools, libraries, parks etc.

**Arable farming:** A farm or area that only grows crops.

**Attractive:** Areas of pleasant scenery or buildings.

**Bridging Point:** An easy crossing point where the river narrows or is shallower.

**Business Park:** New offices built in pleasant surroundings on the edge of cities.

**Capital City:** The major city in a country.

**Communications:** The ways in which people, goods and ideas move from one place to another. It usually refers to roads and railways.

**Confluence:** Where one river joins another.

**Congestion:** Overcrowding on roads causing traffic jams.

**Conservation:** The protection of the environment.

**Continent:** A large area of land. There are seven continents: North and South America; Asia; Europe; Africa; Australia; Antarctica.

**Contour:** A line drawn on a map to join places of the same height above sea-level.

**Cross-section:** A diagram showing by means of a side view the slopes and heights of the land surface.

**Delta:** A flat area of deposited river silt found at the mouth of a river.

**Densely populated:** An area that is crowded.

**Deposition:** The laying down of material carried by rivers, sea, ice or wind.

**Drought:** A long spell of dry weather resulting in a serious water shortage.

**Earthquakes:** A movement or tremor, of the Earth's surface.

**Economic Activity:** This is about industry, jobs, earning a living and producing wealth.

**Energy; Power**

**Environment:** The natural or physical surroundings where people, plants and animals live.

**Erosion:** The wearing away and removal of rock, soil ,etc. by rivers, ice and wind.

**Facilities:** Services that are people feel essential such as toilets, heating, telephones etc.

**Factories:** Places where things are made from natural resources and raw materials.

**Fertile:** Land or soil where crops can be grown successfully.

**Flood Plain:** The flat area at the bottom of a valley which is often flooded.

**Ford:** A crossing where the river is shallow.

**Fossil Fuels:** Fuels from the remains of plants or ancient life.

**Goods:** Things made by people to sell.

**Gradient:** The slope of the land.

**Green Belt:** A protected area of countryside around a city where new building is not allowed to try and stop the spread of a city.

**Grid:** A grid is a pattern of squares on your map, which help to fix your position. Coordinates will provide numbers that allow you to find a horizontal line and also a vertical line and follow them to a point of intersection, placing you at the bottom left hand corner (south-west) of a grid.

**Grid Reference:** Grid references are always presented in terms of eastings (distance east from the origin) and northings (distance north from the origin).

**Human Features/ Activities:** The actions and results of humans especially where and how people live.

**Hydro-electric Power:** energy obtained from using the power of water.

**Income:** What a person or country earns or gains in money from working, selling or trading.

**Industry:** a general term for working and making money.

**Industrialised:** Using machines and power (energy) to make things.

**Infertile:** Poor soil or land in which crops won't grow well.

**Isolated:** Difficult to reach. Far from other places.

**Landscape:** The scenery. What the land looks like.

**Less Developed:** A poorer area where there less communications, services and where people have lower living standards.

**Limestone:** a pale coloured rock which is permeable and stores water.

**Location:** Where a place is.

**Meander:** A bend in the river.

**Mediterranean Climate:** Places which have hot, dry summers and mild wet winters.

**Migration:** The movement of people from one place to another to live or to work.

**Mining:** The extraction or digging out of minerals from deep under the ground, e.g. coal, iron ore.

**Mouth:** The end of a river where it flows into the sea.

**Natural Harbour:** A safe place for ships where the shape of the coastline provides shelter from wind and waves.

**Natural Resources:** Raw materials which are obtained from the environment, e.g. water, coal or fertile soil.

**Non-renewable Resources:** Resources that can only be used once, e.g. coal, oil.

**Ordnance Survey:** The official government organization for producing maps of the UK.

**Peak:** The top or summit of a hill or mountain.

**Peninsula:** A narrow piece of land jutting out into the sea.

**Physical Features/ Activities:** These are the result of natural forces which shape the earth and affect the atmosphere.

**Plan:** A detailed map of a small area.

**Plain:** A low flat area.

**Plateau:** A high flat area.

**Political Map:** A map which shows countries, their borders and main cities.

**Pollution:** Noise, dirt and other harmful substances produced by people and machines, which spoil and area.

**Population:** The number of people in an area.

**Port:** A place used by ships to load and unload people and goods.

**Position:** Where a place is.

**Poverty:** This is where people are poor and have no savings, own very little and often have low living standards.

**Prosperous:** This is where people are rich and well-off.

**Quarry:** Where rock is cut from the surface of the land.

**Raw Materials:** Natural resources which are used to make things.

**Recycling:** Turning waste into something which is useable again.

**Redevelop:** To knock everything down and start all over again.

**Reservoir:** A human made lake which is used to store water supplies often behind a dam.

**Residential:** A housing area where people live.

**Resources:** Things which can be useful to people. They may be natural like coal and iron ore, or of other value like money and skilled workers.

**Rural:** countryside.

**Scenery:** The appearance or view across the natural landscape.

**Scenic:** Attractive and interesting view of the landscape.

**Settlement:** Where people choose to live.

**Silt:** soil left behind after a river floods.

**Slope:** This is the angle at which the land is tilted. Slopes can be gentle or steep.

**Soil Erosion:** The removal of the soil by wind or water.

**Source:** The beginning or a river in the mountains.

**Suburb:** An area of housing around the edge of a city.

**Tourist Attractions:** Places where people travel for interest and pleasure.

**Trade:** The exchange of goods or services.

**Transport:** Ways of moving people and goods from one place to another.

**Tributary:** A small river which flows into the main river.

**Urban:** Large areas of houses, factories etc.

**Valley:** An area of lowland with slopes either side. A river flows along the lowest part.

**Vegetation:** All kinds of plants including shrubs and trees.

**Volcano:** A cone-shaped mountain made up of lava and ash.

**Wildlife Habitats:** The homes of plant and animals.

## **Appendix 2 - Geography – Key facts**

At the end of Early Years Children should be able to:

Say their name & address.

Say the name of the school they attend.

Now they live in England.

Find the United Kingdom on a map of the world.

At the end of Key Stage One children should be able to:

Name the countries in the United Kingdom.

Say where Horsham is in the United Kingdom.

Say that London is the capital of England.

Name & locate the continents.

Say where they go on holiday and point to the country on a map of Europe.

At the end of Key Stage Two children should be able to:

On a map of the British Isles

Name the countries & capitals.

Name the mountain regions.

Name 3 longest rivers & local rivers (Arun & Adur).

Name the seas around the United Kingdom.

### **Europe**

Name the countries of Western Europe. (France, Germany, Italy, Spain, Portugal, Belgium, Netherlands, Greece, Switzerland, Austria, Denmark, Sweden, Norway and Iceland) & know the location of the countries.

Name some of the capital cities of the above.

Name the largest mountain range - the Alps.

Name the longest river - the Rhine.

Know the names of the largest seas - Mediterranean & North.

### **World**

Name the continents of the world – Africa, Asia, Europe, North America, South America, Australia and Antarctica.

Name a country in each of the continents apart from Antarctica.

Name the 3 largest mountain ranges & know the continents they are located: Andes – South America: Himalayas- Asia: Rockies – North America.

Name the 3 longest rivers & know the continents they are located: Amazon- South America: Mississippi – North America: Nile – Africa.

Name the largest desert – Sahara.

The oceans: Artic, Atlantic, Indian & Pacific.

The Panama Canal linking Pacific & Atlantic Oceans.

The Suez Canal linking the Mediterranean & Red Sea.

Main lines of latitude & meridian of longitude: poles, the equator, the Tropics, the Prime Meridian.