



LATCHMERE  
ACADEMY TRUST

## Geography Policy

Status	Curriculum
Review Cycle	Annual
Date written/ last review	September 2021
Date of next review	September 2022

*NB: Throughout this document Latchmere Academy Trust may be abbreviated to "LAT"*

## **Reasons for studying Geography**

Geography in primary school is about developing pupils' knowledge of places, people and events whilst learning about how they interact. The curriculum (National Curriculum 2014) states that pupils should develop knowledge about the world, UK and their locality, as well as developing an understanding of subject-specific vocabulary, relating to human and physical geography and to begin to use geographical skills, including first hand observations, to enhance their locational awareness.

Geography encourages children to think about their own place in the world: their values, rights and their responsibilities to other people and the environment. All our children are naturally curious about the world around them. Therefore, the spirit of enquiry is at the centre of our geography studies at Latchmere and makes them accessible to all.

## **Aims**

Our principal aim in the study of geography is to develop pupils' awareness, knowledge and understanding of their local environment, other parts of the British Isles, Europe and the rest of the world.

We also seek to:

- Stimulate interest in the variety of human and physical conditions of the Earth's surface
- Develop contextual knowledge of the location of globally significant places, 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 the key physical and human geographical features of the world
- Develop knowledge of other people and other cultures around the world, encouraging pupils to appreciate similarities and differences among communities in various localities
- Foster a sense of wonder at the beauty of the world around them
- Help to develop an informed concern about the quality of the environment and the future of the human habitat, enhancing their sense of responsibility for the care of the earth and its people
- Understand some of the relationships between people and environments
- Develop a range of skills necessary to carry out geographical enquiry and to interpret geographical information
- Encourage positive attitudes towards the environment and recognise their own place in the world, their values and their rights and responsibilities to other people

We develop concepts and ideas in these areas:

- Spatial relationships, such as location, place, distance and accessibility
- Natural processes, for example, those on the physical landscape
- The inter-relationship between people and environments
- Human and physical geography – i.e. Equator, North and South Poles, weather patterns etc
- Geographical skills and fieldwork, for example, using atlases, maps, compass directions and basic orienteering

We develop the following skills:

- Formulating appropriate questions
- Planning and organising an investigation
- Carrying out accurate fieldwork observations
- Preparing and using a questionnaires
- Extracting information from a variety of sources, both primary and secondary
- Measuring and quantifying information
- Recording and presenting data in appropriate ways
- Distinguishing clearly between fact and inferences
- Map making, map reading and appropriate use of maps
- Appropriate use of geographical language
- Use of appropriate ICT software for geographical enquiries
- Key Geographical terms and definitions

### **Content**

All year groups study two or more geography units, which, where appropriate, link into other subject units studied at the same time. Most year group makes use of the local area to develop geographical skills and concepts. Field trips are undertaken either in the local area or further afield on day and residential visits.

#### ***EYFS***

Draw information from a simple map.

Recognise some similarities and differences between life in this country and life in other countries.

Explore the natural world around them.

Recognise some environments that are different to the one in which they live.

#### ***Year One***

Whitton and the Wider World

Seasonal and daily weather patterns in the UK

Exploring Maps

#### ***Year Two***

Understanding how the UK was formed

Exploring Global Areas (deserts, oceans, continents and polar lands)

A contrasting locality overseas (Kingston UK with Kingston Jamaica)

#### ***Year Three***

Natural Disasters – Earthquakes, Tsunamis and Volcanoes

Weather around the World – Water Conservation

Whitton and Beyond: local area study / managing the environment

#### ***Year Four***

Around the World

Chocolate and Fair Trade

Brazil

Tudors – circumnavigation of the world

### **Year Five**

Water and Rivers

North America

Greece

Fieldwork visits include:

- Teddington Lock

### **Year Six**

Traffic in Richmond Park: a local planning enquiry

South American Rainforest: an environmental locality study

Fieldwork visits include:

- Local journeys
- Central Kingston
- River Thames
- Richmond Park
- Kew Gardens
- Teddington Lock – Covered in Year 5

Residential visits include:

- Grittledon House
- Hindleap Warren
- Fairthorne Manor

### **Cross Curricular Links**

As well as developing pupils' geographical understanding, we aim to provide opportunities to reinforce and develop core skills that link with other subjects within the National Curriculum.

Pupils practise key **English** skills, such as through report writing, reading information texts and oral communication. **Maths** skills are enhanced through collecting, recording, presenting and analysing data, during fieldwork activities.

Links are also made with **Science** (for example, physical processes), **History** (Mexico and the Aztecs; the Tudors and worldwide exploration), **DT** (model making; crafts from around the world), **Drama** (role play, conscious alleys), citizenship and **PSHE** (caring for your environment, respecting diverse cultures), and **Computing** (we aim to utilise ICT as much as possible, giving pupils ample access to ICT as a source of information and images, and as a tool for digital mapping and communication).

### **Assessment and monitoring**

In Key Stage One and Two, formative assessment takes place in the marking of pupils' books and also questioning pupils in class. Target Tracker is used to monitor children's progress through the school and identify those who have exceeded expectations as well as children who have not met the standard. This assessment tracking allows teachers to assess the children

against the standards for each particular unit of study. The end of year report assesses geography in terms of knowledge and understanding, and geographical enquiry.

In EYFS children's geographical knowledge is assessed by:

- Setting adequate tasks which promote understanding
- Observations of the children's learning where we review at the skills and knowledge required by the end of EYFS.

### **The role of the geography subject leader**

- To be responsible for the development of the subject throughout the school
- To be a source of expertise, advice and information for colleagues
- To manage the budget and purchase resources for geography
- To manage storage for resources, and ensure that colleagues have access
- To attend geography subject leader meetings and training courses
- To update colleagues on subject development, giving training where necessary
- To consult with colleagues in planning and developing units of study

### **Resources**

Pupils have access to a wide variety of geographical resources. Displays are regularly used to provide a stimulating, interactive starting point for a geographical study. Pupils are encouraged to bring in their own artifacts and resources to provide a focus for discussion. School-based resources include information books, Ordnance Survey maps, artefacts, globes, atlases, pictures, photographs, videos and music. Furthermore, lesson plans utilise online resources such as Google Earth, Digimaps and Rising Stars.

### **Conclusion**

In order to provide children with a strong geographical knowledge and to evoke in them a passion for learning about the world, we aim to continuously seek out ways to raise the standards and overall profile of geography within the school.