

Bosmere Junior School
South Street
Havant



Growing Lifelong Learners

POLICY FOR
GEOGRAPHY

Date:	April 2020
Review Date:	April 2023
Responsibility:	Geography Manager
STATUTORY	No
Checked against Single Equality Scheme	✓

Curriculum and Achievement Chair:	Date:
Geography Manager:	Date:
Headteacher:	Date:

Bosmere Junior School



Geography Policy

Philosophy for Geography

At Bosmere Junior School we believe that 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 an insight into the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

Geography is a valued part of the curriculum at Bosmere Junior School as it provides a means of exploring, appreciating and understanding the world in which we live and how it has evolved. Geography explores the relationship between the Earth and its people.

Geography stimulates curiosity and imagination and we aim to build upon the child's 'personal geography' by developing geographical skills, understanding and knowledge through studying places and themes.

We encourage children to learn by experience and we value fieldwork as an integral part of the geography curriculum.

The Aims of the National Curriculum for Geography

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 understanding of geographical processes; interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems; communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

The Objectives of the National Curriculum for Geography

All pupils at Bosmere will have equal access to the Key Stage 2 National Curriculum Programme of Study delivered through units of work to allow pupils of varying abilities to develop and enjoy their studies to their best advantage; differentiated work will be provided as appropriate by the teacher.

The geographical entitlement and skills identified in the Key Stage 2 Programme of Study will be visited progressively throughout the school and will be defined through planned units of work.

The geography curriculum will be delivered using the most appropriate teaching strategies which will enable the learning objectives to be achieved. This will include individual, group and whole class teaching. Teaching methods will encourage positive attitudes to diversity and race equality.

Since the learning activities are intended as vehicles for the achievement of the Programme of Study and Learning Objectives, they will provide evidence of achievement for monitoring pupil progress, assessment and reporting to parents. This monitoring will ensure that all pupils, regardless of race, gender and ability, achieve their potential.

Geographical study throughout the school will incorporate a strong dimension of investigation and enquiry. Opportunities will exist for pupils to take an active role in processes that enable them to find more about the world and explore and investigate geographical matters. Pupils will be given opportunities to: observe and ask questions about geographical features and issues; collect and record evidence to answer the questions; analyse the evidence, draw conclusions and communicate findings.

All pupils at Bosmere will undertake fieldwork either within the school grounds or off site at least once a year in each year group, in line with statutory requirements.

Across the key stage, pupils will be given opportunities to use both primary and secondary sources of information. To aid studies access to a wide range of resources will be provided including: maps, atlases, photographs, digital images, reference books, field study materials, media broadcasts, artefacts, visitors.

All pupils will be given opportunities in each year group to develop and apply their information and computer technology capability in their study of geography.

There will be opportunities for staff to develop good practice by ongoing support from the Geography Manager attending courses, INSET sessions and access to relevant publications.

Geography in the National Curriculum at Key Stage 2

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

Through locational knowledge, 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 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 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).

Through place knowledge, pupils should be taught to:

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

Through human and physical geography, pupils should be taught to 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 settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water.

Through geographical skills and fieldwork, pupils should be taught to:

- 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.

SMSC in Geography

Spiritual development in Geography

Due to the fact that Geography is the study of real people in real places means that it constantly links and develops pupils spiritually. When looking at Rivers and Settlements in Year 3, Greece and the UK in Year 4, Economic activity in North America and Volcanoes and Earthquakes in Year 5, Havant and World Climates and Biomes in Year 6, as well as exploring natural disasters such as flooding, a fascination of the world around us is continuously developed. In addition, the study of population and globalisation allows students to reflect on their own beliefs and others, and the impacts a global world has on these.

Moral development in Geography

Geography is a subject that lends itself to investigations, debates and a consideration of different viewpoints and most geographical topics have a moral element to them. For example: when considering physical topics such as rivers, flooding and coastal settlements, consideration is given to how much these issues that arise are man-made and are because of exploitation. Geography allows students to see and explore consequences of mismanagement and also to look at the situations from different points of view. Discussions and debates allocate pupils different roles in decision making processes which help develop empathy and appreciate the opinions of others.

Social development in Geography

Social development is a key focus in Geography and looks to enhance and develop pupils throughout Key Stage 2. Questions and debates encourage the scenario of 'What would you do?' in situations relating to various topics in Geography, encouraging students to co-operate and resolve conflict.

Cultural development in Geography

Throughout Key Stage 2, Geography looks at various cultures and their influences across the world as well as more local studies thus developing cultural awareness across the globe. In particular, aspects of Human Geography lend themselves to exploration of pupils' own identities as well as others.