



# **Geography Policy**

## **for Hertsmere Jewish Primary School**

**Reviewed by: N Lipman**

**Reviewed on: January 2022**

**Date of Next Review: January 2023**

## Policy Review

This policy will be reviewed in full by the Governing Body on an annual basis.

The policy was last reviewed and agreed by the Governing Body on October 2020.

It is due for review on October 2021.

Signature *R. Klak-Levi* Headteacher Date January 2022

Signature Chair of Governors Date

## What is Geography at Hertsmere Jewish Primary School?

### Intent

Our Geography curriculum is taken from PlanBee curriculum which is designed to develop children's curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Children investigate a range of places – both in Britain and abroad – to help develop their knowledge and understanding of the Earth's physical and human processes. We are committed to providing children with opportunities to investigate and make enquiries about their local area so that they can develop of real sense of who they are. Alongside this, Jewish Studies lessons offer the opportunity to learn about Israel and their heritage. We also developing the children's ability to apply geographical skills to enable to confidently communicate their findings and geographical understanding to a range of audiences.

Through high quality teaching, we develop the following essential characteristics of geographers:

An excellent knowledge of where places are and what they are like, both in Britain and the wider world

A comprehensive understanding of the ways in which places are interdependent and interconnected

An extensive base of geographical knowledge and vocabulary

Fluency in complex, geographical enquiry and the ability to apply questioning skills, as well as effective presentation techniques

The ability to reach clear conclusions and explain their findings

Excellent fieldwork skills as well as other geographical aptitudes and techniques

A genuine interest in the subject and a real sense of curiosity about the world and the people who live here

### Aims of Geography

- To stimulate children's interest in their surroundings and in the variety of human and physical conditions on the Earth's surface.
- To foster a sense of responsibility for the Earth and its resources.
- To encourage children to ask questions and to discuss environmental issues.
- To develop pupils' competence in specific geographical skills.

### • Implementation

Using the progression of skills document and subject long-term plan from PlanBee, teachers are able to plan an engaging and thoughtful curriculum which inspire the children to think about the world around them in a both human and physical manner. Geography and history are alternated each half-term and where possible cross-curricula links are made with other subjects and are taught within one designated session per week. Lessons are engaging and allow pupils to develop their inquisitive nature about the world around them. Where possible, school trips and field trips are carried out to place pupils learning in the real world and enables them to relate their knowledge to their own society linking with PSHE.

## **Curriculum planning**

- We follow the PlanBee curriculum for Geography. We take a creative approach to our planning and try to teach cross-curricular, e.g. linking to Art or English.
- We carry out curriculum planning in Geography in three phases (long-term, medium-term and short-term).
- The Geography subject leader scrutinises and reviews these plans to check the learning objectives, differentiation and cross-curricular links.

## **Resources**

There are resources for all Geography teaching units in the school and the teachers keep their topic resources in their classrooms. In the school and classroom libraries, there is also a supply of topic books to support children's individual research. We also use IT for research as a method of investigation.

## **Geography in relation to the National Curriculum**

### **Foundation Stage**

In the Foundation stage, Geography is about having the opportunities to find out and learn about the world they live in:

- Different countries (weather, animal habitats, cuisine, location, homes)
- Maps and globes

### **Key Stage 1**

Pupils should 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.

By the end of Key Stage 1, children should be able to

### **Locational knowledge**

- 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 seas

### **Place knowledge**

- 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

### **Human and physical geography**

- identify seasonal and daily weather patterns in the United Kingdom 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, cliff, coast, forest, hill, 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

### **Geographical skills and fieldwork**

- use world maps, atlases and globes to identify the United Kingdom 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 [for example, near and far; left and right], to describe the location of features and routes on a map.
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

### **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.

Pupils should be taught:

#### **Locational knowledge**

- 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)

### **Place knowledge**

- 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

### **Human and physical geography**

- 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

### **Geographical skills and fieldwork**

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studies.
- 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

### **All children (i.e. Foundation stage, KS1 and KS2) will...**

- develop language skills through talking about their work and presenting their own ideas using sustained and systematic writing of different kinds,
- use geographical language and draw maps and diagrams to communicate geographical information,
- read fiction and non-fiction and extract information from sources such as reference books, CD ROMS and the internet,
- work with others, listen to each other's ideas and treat them with respect,
- have opportunities to consider their own attitudes and values and those of other people,
- develop respect for evidence and critically evaluate ideas which may or may not fit the evidence available,
- develop a respect for the environment and be encouraged to evaluate their own and other's effect or impact on it.

### **The contribution of Geography to other subjects**

#### **English**

Geography contributes to the teaching of English in our school by promoting the skills of reading, writing, speaking and listening. Children develop improved verbal

skills through discussing geographical questions or presenting their findings to the rest of the class.

### **Mathematics**

Geography teaching contributes to the teaching of mathematics e.g. children learn to read and use data and learn to use grid references through map work.

### **Computing**

We use Computing in Geography teaching where appropriate and we meet the statutory requirement for children to use Computing as part of their work in Geography at KS2. Children use Computing to enhance their skills in presenting work and they can also research information using the Internet. Teachers use the Internet to provide visual stimulus for lessons, as well as the use of Google Maps and Google Earth to enhance class teaching.

### **PSHE and Citizenship**

Geography contributes to the teaching of PSHE as children develop awareness of other countries, cultures and different ways of life. They learn to respect diversity as well as compare and contrast their own locality and country with others around the world. Lessons promote pupils' awareness and understanding of gender, cultural and moral issues. Geography helps to develop pupils as active citizens in their community.

### **Art**

Geography contributes to the teaching of Art as children learn about the parts of the world and where art originates from, as well as features of landscapes.

### **Jewish Studies**

In KS1 and KS2 there is a liaison between the secular and Jewish Studies staff when planning and teaching. For example, with events such as Yom Ha'atzmaut, the children can learn about different features of Israel, including its location on the World Map, its geographical features and its variety of traditions and cultures. In Chumash lessons in Year 3 and Year 5, the children's learning of map skills is enhanced through the tracking of the journeys of Abraham and Joseph. In the after SATS programme for Year 6, the children have an opportunity to take part in the JNF experience. This allows the children to further their understanding of the diaspora origins of the different communities living in Israel.

### **Inclusion/SEN**

Pupils with Special Needs will be taught through differentiated work and a variety of teaching strategies. To overcome any potential barriers to learning in Geography, some pupils may require:

- activities to be adapted to enable them to be included and participate actively and safely in Geography fieldwork,
- support to compensate for difficulties in managing visual information and other visual resources. Where support cannot be provided, alternative resources should be used,
- differentiated questioning style and approach and differentiated worksheets or writing frames.

### **More Able**

Pupils who are more able in Geography are likely to understand concepts clearly and apply this understanding to new situations. They can reason, argue and think logically, showing an ability to manipulate abstract symbols and recognise patterns and sequences. They enjoy using graphs, charts, maps and other visual methods to present information and they have a wide-ranging general knowledge about the world.

At KS1 and KS2, teachers at HJPS try to concentrate on providing the types of teaching and learning that challenge more able children for example, by using an open-ended enquiry approach that encourages pupils to plan their own learning.

### **Assessment and Recording**

The children are assessed in a number of ways to determine whether they are working at, above or below the expected levels. These assessments are used to inform future planning.

### **Monitoring and reviewing**

Monitoring of the standards of children's work and the quality of teaching in Geography is the responsibility of the Geography co-ordinator and is carried out through observations, feedback, guidance and reviewing samples of children's work.

### **Marking and Feedback**

We follow the school's Marking and Feedback Policy.

### **Health and Safety**

This policy needs to be read alongside our Safeguarding Policy and Off Site procedures in line with County policies.

### **We hope that the impact of our curriculum is as follows:-**

Our Geography Curriculum is high quality, well thought out and is planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making progress. Pupils develop a natural inquisitiveness about the world around them and are able to take their skills into secondary education to continue to build on their knowledge.