

TRANMERE PARK PRIMARY SCHOOL

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Geography Policy

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Tranmere Park Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Geography Policy for Tranmere Park Primary School

Author: David Housden

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Ethos
All pupils have the right to a broad, balanced and relevant geography curriculum at Tranmere Park. Through geography, we aim to develop pupils' knowledge about: diverse places; people; resources; natural/human environments, and the Earth's key physical and human processes.
What we teach
<p>In the Early Years Foundation Stage (EYFS) – geography is taught through the EYFS curriculum.</p> <p>In Key Stage 1, children are taught the statutory requirements of the National Curriculum through the International Primary Curriculum (IPC) and a local geography study which includes learning to:</p> <ul style="list-style-type: none">• 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• 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• 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 as well as key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop• 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 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. <p>In Key Stage 2, children are taught the statutory requirements of the National Curriculum through the International Primary Curriculum (IPC) and a local geography study which includes learning to:</p>

- 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; understand how some of these aspects have changed over time; and 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).
- 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
- 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.

How we teach Geography

Geography is taught using the IPC in a variety of ways that meet the needs of the individual learner. These may include: practical situations and first hand experiences, often enhanced by educational visits and visitors from the local community; use the school grounds and the outside classroom where appropriate; use of ICT; a variety of grouping structures; and varying levels of adult support and intervention.

How we assess Geography

At the end of each lesson, teachers note informal assessment data onto their plans and – at the end of an IPC unit of work – formal assessment data onto the foundation subject assessment folder, highlighting children who are working above/below the nationally expected standard for the objectives covered. At the end of the academic year, all pupils are reported as working below, at, or above the nationally expected level. This is a summative judgement made by the class teacher based on the data recorded in the foundation subject assessment folder throughout the year.

How we monitor Geography

At Tranmere Park Primary School, there is an ongoing system of monitoring which takes place throughout the academic year. The focus of this monitoring is linked to the school development plan and whole school development priorities. Monitoring focuses specifically on the teaching and learning of geography and includes: classroom observations, discussions with staff and pupils, looking at planning and examples of children's work (books). The results of monitoring inform next steps and subsequent action planning, and are noted on the subject leader audit completed at the end of the academic year.

Resources

Resources are kept centrally in labelled cupboards in the KS1 T-area and are audited annually. Artemis also provide resources based on the IPC units of work taught throughout the year.

Health & Safety

The school follows the guidelines of the "Be Safe" booklet for all general health and safety issues connected to geography. In addition, staff should refer to the Health & Safety policy. Where appropriate, pupils are taught the importance of safe handling of tools and equipment and encouraged to assess and minimise risks with increasing independence.

Please refer to these additional policies to supplement this one: equal opportunities, SEN, EAL and Gifted and Talented.