



Montem Academy

Geography Policy



Geography

EVERYONE TO EXCEL THROUGH PRIDE AND AMBITION'

At Montem Academy, we teach a progressive Geography curriculum. Pupils explore Local geography; landmark marks and physical features and Natural Disasters. Pupils are taught knowledge through high quality texts and trips and visits, whilst developing their key skills such as: map reading, interpreting data, comparing, locating and scale



The aims of Geography are:

- To stimulate children's interest in their surroundings and develop a knowledge and understanding of the physical and human processes which shape places.
- To increase children's knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country.
- To provide learning opportunities that enthuse, engage, and motivate children to learn and foster a sense of curiosity and wonder at the beauty of the world around them.
- To encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means.
- To make sense of their own surroundings through learning about their own locality and the interaction between people and the environment.
- To develop the geographical skills, including how to use, draw and interpret maps of different scales, and the vocabulary necessary to carry out effective geographical enquiry.
- To be able to apply map reading skills to globes and atlas maps and identify geographical features.
- To formulate appropriate questions, develop research skills and evaluate material to inform opinions.
- To enable children to work geographically in a range of appropriate contexts, using a variety of materials and equipment including other people's experiences and knowledge.





Teaching of Geography

Key Stage 1:

During Key Stage 1, pupils investigate their local area and a contrasting area in the United Kingdom or abroad, finding out about the environment in both areas and the people who live there. They also begin to learn about the wider world. They carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions about people, places and environments, and use geographical skills and resources, such as maps and photographs.



Everyone to Excel through Pride and Ambition



Key Stage 2:

During Key Stage 2, pupils investigate a variety of people, places and environments in the United Kingdom and abroad, and start to make links between different places in the world. They find out how people affect the environment and how they are affected by it. Pupils carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions, and use geographical skills and resources, such as maps, atlases, aerial photographs and ICT. Children will develop geographical enquiry skills, including asking geographical questions, collecting, recording information, and identifying different views. They will acquire the appropriate practical skills associated with Geography, including using suitable vocabulary, fieldwork techniques and maps, plans and atlases. Pupils will use secondary sources of information with accuracy, including aerial photographs, satellite images, etc. As well as making its own distinctive contribution to the school curriculum, geography contributes to the wider aims of primary education.

Teachers will ensure that links between subjects are maximized





Spiritual, moral, social and cultural development:

Spiritual development: Through helping pupils to recognise the beauty and diversity of the world. A geographical awareness helps children understand their place in the world. Geography provides opportunities for children to learn about sites of wonder, or physical features that they might wish to visit in the future, for example the Grand Canyon.

Moral development:

Through helping pupils to reflect on how the environment is affected by decisions made by people, so that the children can make informed choices in the future. Through discussion, the children learn to appreciate the moral dilemmas posed by introducing changes to the environment (for example, building a motorway) and the effects this can have on the surrounding area.





Social development:

Through helping pupils to understand the need to consider the views of others when discussing localities, settlements and the environment e.g. Work on a locality in a less economically developed country provides an opportunity to discuss social issues. Fieldwork encourages collaborative projects, making the most of different strengths and interests within a team.

Cultural development:

By exploring different settlements, the children can gain knowledge of different cultures, learning tolerance and understanding of their diversity.





Pupils in KS1 should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life;
- events beyond living memory that are significant nationally or globally for example, the Great Fire of London, the first man on the moon or events commemorated through festivals or anniversaries;
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, Mary Seacole and/or Florence Nightingale and Edith Cavell; significant historical events, people and places in their own locality.

Everyone to Excel through Pride and Ambition



Pupils in KS2 should be taught about:

- The National Curriculum Programme of Study at Key Stage 2 should continue to allow children to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods, they study;
- They should note connections, contrasts and trends over time and develop the appropriate use of historical terms;
- They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance;
- Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

Geography and the Reading and Language based Curriculum

Through the teaching of Geography as part of a 'Reading and Language enriched Curriculum', in addition to fostering geographical; skills we can:

- develop pupils' reading,
- encourage understanding of receptive and enriched expressive language
- foster comprehension skills
- promote pupils' awareness and understanding of gender, social, spiritual and moral issues
- help pupils to develop a sense of identity and citizenship

At Montem Academy, geography is taught through a topic approach to engage and excite all our learners. Our long-term and medium-term plans map out the themes covered each term for each key stage. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term. Teachers plan lessons using Solo Taxonomy to ensure that there is progress, which enables pupils to move towards a deeper understanding of the skills and knowledge being taught. Reading and research will be incorporated into all Geography lessons.



Assessment and Recording

Assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on going to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible, and marking work will be guided by the school's Marking Policy. Pupil Progress will measure pupils' knowledge and understanding, assessing what they already knew compared to what they have learnt. Pupils will complete KWL grids at the beginning of a unit and again at the end to ascertain the learning that has been retained by the pupils.

Monitoring:

Monitoring of the teaching and learning of reading takes place through various means:

- the sampling of children's KWL grids,
- teacher planning,
- lesson observations,
- book reviews.



Geography Autumn 2

1

**Year 1
Local Area**
(UK Geography)

2

**Year 2
Landmarks**
**(European
Geography)**

3

**Year 3
Exploring the
Threaten Oceans**
**(Natural
Environments)**

4

**Year 4
Caring For the
Environment**
**(Natural
Environments)**

5

**Year 5
Coasts**
**(Natural
Environments)**

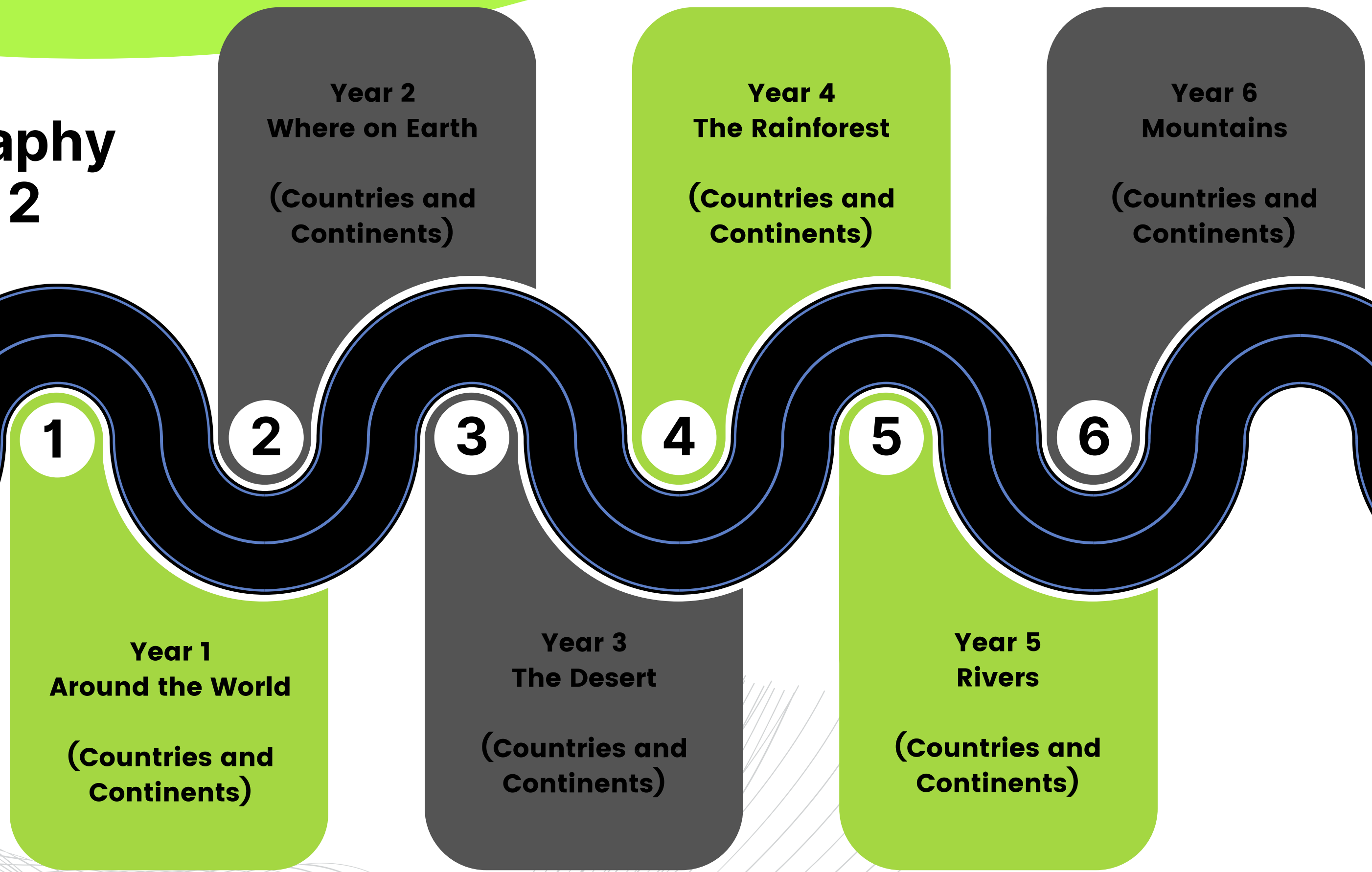
6

**Year 6
Weather around
the World**
**(Natural
Environments)**

Everyone to Excel through Pride and Ambition



Geography Spring 2



Everyone to Excel through Pride and Ambition



Geography Summer 2

1

Year 1
Pompeii

(Natural
Disasters)

2

Year 2
Wildfires

(Natural
Disasters)

3

Year 3
Tsunamis

(Natural
Disasters)

4

Year 4
Hurricanes

(Natural
Disasters)

5

Year 5
Earthquakes

(Natural
Disasters)

6

Year 6
Volcanoes

(Natural
Disasters)

Everyone to Excel through Pride and Ambition





The Park Federation

Montem Academy

Everyone to Excel through Pride and Ambition