

Geography Policy

1.INTENT

Rationale

At Elburton Primary School we believe that Geography underpins a lifelong 'conversation' about the earth as the home of humankind. We believe that Geography is integral to the whole curriculum. 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.

All children will be given equal access to Geography irrespective of race, gender and creed, level of ability or nationality. Mutual respect and tolerance for all cultures will be promoted through the study of Geography.

Aims of our geography curriculum:

At Elburton we aim for our children to:

- Develop a sense of place, belonging, identity, purpose, awe and wonder.
- Make sense of the fast changing world in which they live.
- Unravel the mystery of people(s), place (s) and environment (s).
- Appreciate similarities and differences in the world around them.
- Investigate people(s), place (s) and the interactions between the two.
- Investigate interconnectivity and interdependence.
- Investigate of the processes that shape our world – both physical geography and human geography.
- Investigate patterns – both physical and human.
- Recognise and understand issues concerning the environment and sustainable development.

Specific objectives in our curriculum:

- The delivery of the statutory requirements for Key Stage 1 and 2 as outlined within the National Curriculum for Geography.
- Objective driven learning where quality not quantity is focus, with effective and efficient use of time whether geography is taught discretely in half term blocks.
- Development of research skills – library skills- digital literacy
- Engagement in high quality learning through enquiry, investigation, problem solving and decision making activities.
- Expressing and evaluating attractive and unattractive features of the environment.
- Following directions using positional and directional language, also using these to direct others.
- Making and drawing maps and plans at a range of scales for a range of purposes.
- Comparing and contrasting land-forms, land uses, weather, seasons and ecosystems.
- Naming the physical features of places, e.g. mountain, sea, beach, river, and valley.
- Appreciating the variety of responses to the same basic needs (ethnic, cultural and economic)
- Imagining what it might be like to experience life in other places.
- Using developing geographical language to talk about learning e.g. route, scale, tide, erosion, climate, temperate, continent.
- Developing the geographical skill of making observations and measuring, recording observations through maps, talk, and writing, taking photographs, sketches and diagrams.
- Using atlases, globes, maps and plans – range of scales and types. Progressive use of GIS – Google maps and Multi-map are very simple GIS (Geographical Information Systems)

- Geographical skills will be developed, enhanced through our enquiries, not in isolation.
- Where possible use experiential geography.
- Geography is about our world past, present and future. It is a topical and emotive subject that deals with real issues. Topicality will be central to teaching and learning in this subject area – from ‘Picture News’
- Using a wide range of ICT to support subject investigations and enquiries.
- Using a wide range of resources to collect secondary geographical information (music, paintings, films, poems, story books, novels, travel accounts, brochures). You will see a very wide range of resources used – not resource deficit geography.
- Using of outside experts to support learning and teaching.

2.IMPLEMENTATION

Teaching and learning guidelines

At Elburton in order to facilitate learning and engagement for all children we implement the following approaches:

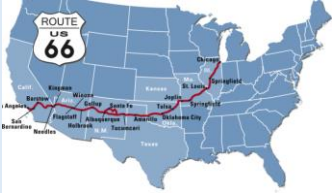
- A hook that engages the children and gives the context for learning.
- A variety of learning styles is used: visual, audio and kinetic
- Whole-class teaching methods, enquiry based group work, individual, pair, class and group work
- Children are taught through discussion, practical activity, games, investigations, problem solving, research, role-play and recording.
- The classroom climate create by teachers inspires and motivates pupils.
- Teachers monitor learning and provide verbal or written feedback.
- A variety of data is used to support their learning, such as maps, statistics, graphs, pictures, aerial photographs and GIS.
- At Elburton Primary School, ICT plays an integral part in the teaching and learning of Geography.
- We conduct regular reviews of children’s gains in knowledge, skill and understanding to check that key concepts and learning are embedded in children’s long term memory.
- Assessment for Learning.
- Modelling.
- Questioning.
- Pupil groupings are mixed ability.
- Purpose of the learning is made explicit leading outcome.
- Quality marking and feedback.
- Challenge for all and support where necessary.
- We encourage children to ask as well as answer geographical questions.
- Time for reflection and response.

	Autumn	Spring	Summer
Year 1	OUR LOCAL AREA 	ANIMALS AND THEIR HABITATS 	LIVING NEAR THE SEA 
Enquiry Question	What it like where I live?	Where do our favourite animals live?	Why do we love being besides the sea so much?
Main aim	The primary aim of this enquiry is to introduce pupils to what geography is all about	This enquiry introduces young geographers to the concept of biomes and natural regions which they will study in greater depth at a later stage	To identify and begin to understand the key physical and human geographical features of the seaside as one example of the broader concept of 'coasts'.
Context	This investigation focuses on the immediate vicinity of the school and the pupils' homes and then extends to encompass the local area. In order to establish key concepts and understanding, it is important to begin with the known and familiar and then to extend to less well-known contexts. The enquiry combines the application of the digital content of two GIS programmes with fieldwork in the local area. This enables pupils to identify, describe and offer reasons for the location of human and physical geographical features of the environment and to begin to explain any changes in land use that have occurred.	This enquiry focuses very much on the natural environment and places where there is little or no human presence. Through a number of engaging stories, pupils are first introduced to the continent of Antarctica and are able to locate it in relation to all the continents and oceans of the world. Antarctica is the coldest, windiest and driest place on Earth and as such provides a real comparison to the environment of the pupils' local area. Through the study of hot and cold areas of the world (and the reasons why these places are located where they are) pupils are able to understand why Antarctica is so cold and dry. The concept of a desert is developed through a comparative study of the Sahara Desert and pupils are able to consolidate their understanding of adaptation by comparing the life of Emperor Penguins with that of Camels. Further progression occurs through looking at the country of Zambia (the home of Marco the Monkey) and the physical features of rivers including waterfalls such as Victoria Falls.	At the outset of the enquiry pupils are encouraged to investigate the small seaside location of Wembury in south Devon. Wembury exemplifies the key physical and human features of the coast in the United Kingdom as well as the setting of the children's book, <i>Sally and the Limpet</i>. This book invites pupils to think more broadly about seaside environments. Potential human impact can be considered and how this might be managed more sustainably, links will be made in many of the enquiries with southwest England to enable the pupils to build up a picture of the distinctive human and physical geography features of this region of the United Kingdom. Sustainability will then be revisited in year 3.
Geography Content	● Use maps to identify the UK and its countries. ● Name and locate the seas surrounding the UK ● Develop knowledge of the human and physical geography of a small area of the United Kingdom. ● Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features	● Use compass directions to describe features and routes on a map. ● Use basic geographical vocabulary to refer to key human and physical features. ● Name and locate the world's seven continents and five oceans. ● Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. ● Understand geographical	● Identify and describe the main physical and human features of seaside environments; ● Provide reasons as to why it is important to protect living things at the seaside; ● Describe popular activities undertaken at the seaside; ● Understand the interdependence of living things in seaside environments; ● Identify, describe and categorise living things within a rock pool habitat;

	and routes on a map. ● 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.	similarities and differences through studying the human and physical geography of small areas of contrasting non-European countries. ● 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.	● Identify, categorise and begin to explain the distribution of sea shells on a beach; ● Identify, describe and offer reasons for the presence of pollution on a beach; ● Describe and explain how people can take greater care of the seaside environment;
Year 2	WEATHER AND SEASONS 	JOURNEYS: FOOD 	A CONTRASTING NON-EUROPEAN PLACE 
Enquiry Question	What are the seasons and why do we have them?	Why does it matter where our food come from?	How does the geography of Kampong Ayer compare with the geography of where I live?
Main curriculum focus	Identify seasonal and daily weather patterns in the UK	Describe and understand key aspects of human geography, including trade links	To make comparisons between their lives and those of people in a small diverse community in the country of Brunei on the tropical island of Borneo in southeast Asia
Context	Builds from Year 1 Unit 2 introduction to biomes Plenty of time needs to be spent exploring the concept of weather at a personal and local level e.g. through observations in the school grounds. This can be followed by discussing recent weather events such as a thunderstorm or very warm period as well as the weather pupils experienced during recent holidays or on their birthdays etc. With the concept well established this enquiry moves from the familiar to the unfamiliar – hot and cold places in the world. Weather in a selection of different countries is studied with a focus on the Sahara Desert and Antarctica during which the emphasis, all the time, is on how weather impacts human beings and creates different environments. This topic prepares them for the our world topic in year 3 learning in greater depth about the Earth	Begin with the known and familiar and then, with confidence established, begin to explore the unknown and less familiar. At the beginning of the enquiry pupils investigate just one farm with the aim of establishing the key fact that everything they eat comes either from a plant or animal – in this case animals in the context of a dairy farm producing milk. This milk is either consumed fresh or used as a raw material in the production of a wide range of dairy products. Pupils then enquire as to why there are so many dairy farms in Devon compared with the rest of the United Kingdom. The investigation then introduces pupils to fruits that we are unable to grow in the United Kingdom for climatic reasons. Explain how Elburton School was an apple orchard. A global perspective to the investigation through the study of banana growing, harvesting, packing and export in Costa Rica is then explored, which develops key understanding of trade and economic activity.	Year 1 Unit 2 contrasting locations And Unit 1 local area. In this enquiry children begin by establishing their own location in the world in relation to their immediate local area, region, the United Kingdom and the continent of Europe. Progression then occurs by extending the enquiry to the location of Kampong Ayer in Brunei in Asia with the children thinking through both the implications of distance and time zones for places elsewhere in the world. Kampong Ayer is a small village settlement located mostly on the Brunei River in central Bandar Seri Begawan, the capital city of the small country of Brunei on the island of Borneo in southeast Asia. Brunei is about the same size area as the county of Devon and the same population as the city of Bristol in the United Kingdom. The children will be able to identify many similarities in Kampong Ayer with where they live. There are also significant differences in terms of the infrastructure of the settlement together with its weather and climate and surrounding natural environment –

	spinning.		the tropical rainforest biome
Geography Content	● Knows the four seasons and the correct order; can identify seasonal and daily weather patterns in the UK. ● Uses and understands basic weather symbols, and can identify multiple weather types. ● Demonstrates locational awareness and can name their local area, that they live in the UK and can name the capitals of the UK; they know that weather can be different in different parts of the UK. ● Demonstrates that they understand basic, subject-specific vocabulary relating to physical geography (weather). Can write sentences about different weather types using good vocabulary. ● Can use geographical skills (sketching) and creative means (role play, questioning) to show their understanding of different weather and seasons. ● Starts to give reasons why the UK has the weather it does (e.g. wind).	● Recognise that all the food we eat comes from either plants or animals and that a farm is an area of land and buildings where those plants and animals are produced; ● Identify, describe and offer reasons for the main features of a dairy farm and observe how milk is used as a raw material in a wide range of dairy products; ● Identify and describe the main geographical features of the physical landscape of Devon and compare and contrast these with some of the human features of its towns and cities; ● Offer reasons and begin to explain why the weather in Devon makes it a good place for dairy farming; ● Describe how cheese is manufactured on one Devon farm and how it is exported; ● Identify the top 10 most popular fruits in the United Kingdom and understand why half of these are imported;	● Identify and describe the location of where they live in the UK, within Europe and the world and in relation to the Equator and north and south poles; ● Compare their own location with the location of Kampong Ayer in the country of Brunei within Asia and also both locations in relation to the Equator and the north and south poles; ● Using maps at various scales and online websites, identify time differences and estimate distances between the UK and Brunei and between the UK, Brunei and other locations in the world; ● Identify, describe and observe the types of traditional homes found in Kampong Ayer and compare and contrast these with their own homes and through fieldwork record and categorise types of homes found in the locality of their school; ● Identify the key features of a traditional home in Kampong Ayer on a simple scale plan and construct a similar scale plan of their own home, offering reasons for any similarities or differences observed;
Year 3	OUR WORLD 	CONTRASTING REGIONS 	COASTS 
Enquiry Question	Where on Earth are we?	Why are jungles so wet and deserts so dry?	Why do coasts look so different?
Main curriculum focus	Begin to understand the Earth better as a sphere, learning to rotate it mentally in 3-D. Explore its representation in 2-D maps, and learn about the imaginary lines used (Equator, latitude, longitude, tropics and the International Date Line) to pinpoint global locations.	Understand the physical and human geographical features of a region in South America with which they can begin to compare and contrast the characteristics of a region of the United Kingdom	Describe the human and physical geography of a range of significant coastal locations and identify how the coastline is affected by physical and human processes.
Context	In Unit 1 year 2 the children used several different representations of the world, or parts of it, without questioning them. In this unit, they will begin to understand the Earth	Pupils revisit their work on weather carried out in the school grounds and local area at Key Stage 1 and builds on Year 2 Unit 3 contrasting locations to the UK deepening children's	Year 1 Unit 3 – ability to interpret maps and aerial photos Year 1 Unit 3 introduction to physical and human features of the coast In this unit, children will learn about the

	better as a sphere, learning to rotate it mentally in 3-D. They will explore its representation in 2-D maps, and learn about the imaginary lines used (Equator, latitude, longitude, tropics and the International Date Line) to pinpoint global locations. This unit is the first time they can use digital technology with instructional teaching on how to use google maps. This is such an abstract concept it is important to explore in a number of ways to such as making a model of Earth to help information stick in the memory.	ability to compare. Following this they are introduced to the concept of climate in the context of the United Kingdom. The focus here is to see how climate varies, even across a relatively small country in terms of land area as the UK, and to understand some of the reasons for this. Look at climate on a global scale and apply a range of geographical skills to identifying the characteristics and distribution of different climate zones across the world. Build to understand what a biome is and how the landscapes, plants and animals within the different biomes of the world are determined largely by climate. This is achieved by looking in depth at two biomes within the continent of South America – the tropical rainforest biome of the Amazon Basin and the hot desert biome of the Atacama Desert.	coast of the British Isles. The approach used is to provide a large number and wide range of visual images Children need to be able to visualise what they are learning about not just know its 'word label'. There is scope for a fieldtrip to Wembury. Children will consider some of the advantages and disadvantages of living by the coast, Throughout the unit they will also be introduced to a few contrasting coasts around the world, and associated environmental issues, extending their coastal and locational knowledge and encouraging critical thinking and presenting an argument.
Geography Content	●Use maps and globes to look at, land and sea, seven continents, names of oceans and spherical shape. Find North and South Poles and introduce the terms 'Northern Hemisphere' and 'Southern Hemisphere' ●Improve their locational knowledge through identifying the position and significance of latitude, longitude, the 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) Develop understanding of how a small area extends into space. ●Locate and discuss the imaginary lines of latitude and longitude. ●Locate Tropic and Polar circles and discuss where you would find deserts and tropical zones ● Practise geographical skills through using maps, atlases, globes and digital/computer mapping to locate features studied ● Use the eight points of the compass to build their knowledge of the wider world.	●Observe, describe and explain in basic terms the pattern of climate in the United Kingdom; ●Identify, describe and begin to offer reasons for the distribution of different types of climate around the world; ●Compare and contrast the temperature and rainfall data in different climate graphs to reach conclusions about the climate in different locations in the world; ●Construct a climate graph from temperature and rainfall data for their home location and compare and contrast this with climate graphs of other locations to reach conclusions and make judgements; ●Understand how climate affects both the landscape of different biomes and the plants and animals that can live there; ●Observe, describe and explain why areas of tropical rainforest such as the Amazon Basin have so much convectional rainfall; ●Describe the natural environment of the Atacama Desert and explain why the city of Arica is the driest inhabited place in the world;	●Observe and compare different UK beaches, their features, and their locations. Explore the locations of different UK coastal areas using atlases and maps. ●Observe, compare, and note the differences between UK beaches/coastlines and international beaches/coastlines and their features. The differences between waves and tides. ●Know that waves are usually created by the action of the wind on the surface of the sea – the exceptions are tsunamis, which are the result of undersea earth movements. ●Understand that when waves reach the shore, they can be either destructive or constructive. Learn that destructive waves are high and have a great deal of energy, while constructive waves have less energy, and the action of the swash can move material up a beach. ●Understand that the tide is the regular rising and falling of the sea's surface caused by changes in gravitational forces. At any point on the coast, there are normally two high tides and two low tides each day. ●Explore features that are formed by

	-Discuss why globes rotate and how we get day and night. -Understand which way the Earth rotates and where is the sun in relation to the Earth. -Find the lines of longitude on a map and discuss time zones		erosion,
Year 4	EARTHQUAKES & VOLCANOES 	THE AMERICAS- ROUTE 66 	RIVERS AND WATER CYCLE 
Enquiry Question	How does the Earth shake, rattle and roll?	Can you come on a great American Road trip?	How does the water go round and round?
Main curriculum focus	Children can describe and evaluate in detail the impact of volcanoes over time on the human and physical geography including the formation of Dartmoor.	Children will become familiar with the locational aspects and develop their sense of scale.	Explain the effects of rivers on the human and physical geography of the places they flow through with a focus on the River Plym and fieldtrip to the source at Dartmoor
Context	This builds on their understanding of physical geography. Our earth is dynamic and ever-changing. In this unit children will explore the dynamism of the earth, learning about its structure, look particularly at the causes and distribution of earthquakes and volcanoes and their effects on landscape and people. They will be introduced to the 'Pacific Ring of Fire', the most active region on earth, and consider why people choose to live on the flanks of volcanoes and in earthquake zones when both can be life-threatening. They will learn that volcanoes have existed throughout geological time, and that there are several different types. Finally they will make links with the formation of Dartmoor as a former volcanic zone.	In this unit the children explore the North and South American continents, and distinguish between the terms 'continent', 'region', 'country', 'state' and 'city' along the journey. Finding and using images and maps on the internet and in atlases, children will make notes on cities and record their countries and/or states. They will compare the built environments and settings of the cities and, through them, identify some key regions of the American continents. For the Big Finish, children use the song 'Route 66' as the stimulus for creating an illustrated, labelled and annotated map of the historic route.	This unit focuses on rivers, providing excellent opportunities for fieldwork and school-based practical work. It introduces the water cycle and, as the key concept is that water flows downhill, looks at mountains, the source of many rivers. It looks at how people interact with rivers as well as their geographical features. A case study features one of the UK's major rivers, the River Thames. Cameos of some of the world's great rivers and mountain environments are included to extend children's geographical general or locational knowledge. There is opportunity to consider a local river or stream, and ideas for using local fieldwork to see the processes introduced in school in action.
Geography Content	• Locate the world's countries, focusing on Europe and North and South America. • Describe and understand key aspects of physical geography including: earthquakes and	• enhance their locational and place knowledge • focus on north and south America, concentrating on their environmental regions, key physical and human characteristics, countries,	• Name and locate and geographical regions of the UK and recognise their identifying physical characteristics. • Describe and understand key aspects of physical geography including rivers, mountains and the water cycle.

	volcanoes. ● Understand why Dartmoor is set on granite ● Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	states and (some) major cities • understand geographical similarities and differences through looking at regions in north and south America • begin to associate weather/climate with landscape and environment • use maps, atlases, globes and digital/ computer mapping • learn to use the eight points of a compass	● Establish an understanding of the interaction between physical and human processes. ● Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. ● Use a range of methods including sketch maps, plans and graphs, and digital technologies. ● Use fieldwork to observe, measure, record and present features in the local area (e.g. of activities and models in the school grounds).
Year 5	LOCAL STUDY – SHERFORD NEW TOWN 	EUROPE – THE STUDY OF AN ALPINE REGION SCANDINAVIA. 	JOURNEYS: TRADE 
Enquiry Question	Why is Sherford being built?	Why did the Vikings need to leave Scandinavia?	Why is fair trade fair?
Main curriculum focus	Identify geographical characteristics of our area and understand why a new town is being built. Understanding conflicting points of view for the development	Understand the climate and physical geography makes it challenging to live in this area. Recognise why the Vikings needed to migrate. Know the key physical features.	To understand what international trade entails – the manufacture, selling and buying of goods and services between countries through exports and imports – and the fact that trade has been operating for thousands of years.
Context	Unit 1 Year 1 key human and physical features. It is important for children to see how their local environment is changing and to look ahead to the future on the impact Sherford will have on the area. They will be introduced to the pros and cons. The children are watching Sherford expand and some live there. This unit introduces them to conflict and arguments relating to environmental factors as well as physical factors such as drainage problems, congestion, lack of infrastructure. It is a good unit to gain local opening on Sherford as well as go on a fieldtrip.	Context a range of physical features introduced in year 1-4. Context locational knowledge of Europe Locate the world's countries, using maps. This unit is followed by the Vikings in history so lays a good basis for the children to understand some of the geographical reasons why the Vikings needed to migrate such as difficult terrain to farm, harsh climate. It builds on the knowledge of tectonic plates from year 4 and prepares children for their learning in year 6 on deeper understanding of how mountains are formed. It is also a key topic to build on their understand of time zones and the impact this has on human activity eg in darkness for 24 hours in winter.	Unit 1 Year 4 Trade route 66. This builds on work children may have done in KS1 looking at the geography of food. Pupils investigate the issue of trade at a range of scales – from the personal to the global context. At an individual level the pupils reflect on what they and their families buy and from where it originates e.g. as part of the suggested homework exercise looking at clothes and fashion. Pupils then consider to what extent Fairtrade purchases form part of Elburton's procurement and how this might be increased through the process of becoming a Fairtrade-accredited institution. The international location of St Lucia is the context for the pupils to explore how Fairtrade operates through the experiences of two small-scale farmers producing bananas. The enquiry itself begins with an exploration of the great <i>Silk Road</i> trading route of the Middle Ages between China and Europe.

Geography Content	● Identify the geographical regions and key topographical features of the UK (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. ● Understand geographical similarities and differences and change through the study of human and physical geography of the UK. ● Can locate the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time. ● Understands how a region has changed and how it is different from another region of the UK.	● Describe key physical and human characteristics and environmental regions of Europe (Scandinavia) ● Build locational knowledge of Europe. Identify Scandinavia on a map, globe and Google Earth. Include introduction to maps of the terrain to show height of land. ● Understand how the map tells you that the location will be have a particular climate. ● Explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected. ● Understand how human activity is influenced by climate and weather. Why did climate and Alpine landscape cause difficulties for the Vikings	● Describe and explain why the Silk Road was the most important trading route in the history of the world; evaluate and reflect upon some of the changes that occurred as a result of the movement of people and commodities along it; ● Explain why and how countries trade with each other, identify and describe the commodities that are most frequently traded of trading; ● Compare and contrast the range of commodities most commonly imported by the United Kingdom from China ● Describe, explain and reflect on why the terms of international trade are not always fair for some producers of goods in other countries around the world; ● Explain what Fairtrade is compare and contrast the situation of Fairtrade-certified farmers with that of non-Fairtrade producers and evaluate and judge the benefits to be gained from Fairtrade certification;
Year 6	MOUNTAINS 	PROTECTING THE ENVIRONMENT 	MEGACITIES 
Enquiry Question	Why are mountains so important?	Are we damaging our world?	What is a Megacity?
Main curriculum focus	Identify location of mountain ranges and key mountains. Understand physical and human importance of this biome and how they are formed.	Describe and understand aspects of human geography, including settlement and land use. Draw on all locational knowledge and awareness to describe how locations might change over time. Identify locations that are key to the sustainability of the planet in future.	Understand what a Megacity means population migration including push and pull factors related to both human and physical factors such as economic activity, climate
Context	Builds from Year 4 Unit 3 introduction to plate tectonics. Year 5 Unit 2 Alpine region. In this case three case studies of specific mountains, one on the planet Mars! Pupils are encouraged and supported to further engage with the concepts of mountains and mountain ranges through mountaineers Mallory and Irvine of 1924 and Hillary and Tenzing in 1953. Pupils are introduced to the presence of fossils of sea creatures on the tops of the tallest mountains in the world and the	Builds from Year 3 Unit 1 Introduction to sustainability. Year 5 Unit 3 International trade All locational knowledge gained in Y1-6 In this unit, the children will consider if we are damaging our world and how we can protect it. The children will investigate energy production, the oceans and minerals, as well as conducting an enquiry into how the school can become more sustainable. This unit includes opportunities for fieldwork within the school grounds,	Builds from Unit 2 year 2 on sustainability for the planet. Year 3 Unit 2 Locational knowledge of South America, key physical features of the rainforest Year 5 Unit 2 Understanding migration in modern times on a larger scale. The aim of this unit is to introduce the pupils to the diverse and unique culture of Brazil one of our key drivers at Elburton. Throughout the unit the pupils will be encouraged to compare the geography of Brazil to that of the UK. Pupils will begin by studying the human

	processes of plate tectonics and erosion. From this global context pupils move firstly to the national scale of the physical and climatic characteristics of mountains within the United Kingdom and then to the regional context of the Cambrian Mountains of Wales. Here the importance of mountains to human activity is explored through the operation of a hill farm, tourism and the exploitation of water resources both for human consumption and energy generation.	looking at how the school grounds can be made more attractive to wildlife and investigating how sustainable the school is, and suggesting areas for improvement. The children will pose their own specific enquiry question, before collecting evidence from around the school. The children will use maps and atlases throughout this unit to locate different countries, regions, oceans and habitats. They will learn to read a range of different types of map, including those that show mineral distribution around the world.	and physical features of Brazil before placing Brazil in the wider context of the world and South America. They will investigate the many differences between urban and rural Brazil and case study the lives of people living within Rio de Janeiro.
Geography Content	● Describe and understand a range of key physical processes and the resulting landscape features. ● To know the location of the key mountain ranges in the UK and the world ● To know the location of some of the highest mountains in the world. ● To identify on maps where mountains have become the border for countries ● To develop a sense of scale by comparing mountain ranges such as to the size of the UK. ● Understand how a mountain region was formed. ● Know information about a region of Europe and its physical environment and climate, and economic activity. ● Understand hazards from physical environments and their management, such as avalanches in mountain regions.	● Understand where our energy and natural resources come from. ● To understand areas of our environment affected by humans and natural causes. Explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected. ● To understand location of areas globally by natural and human impact. ● To understand how people's actions are affecting our environment and how best to improve the situation. Explain several threats to wildlife/habitats. Use maps, atlases and globes to locate countries and describe features studied ● Describe and understand key aspects of the distribution of natural resources including energy, minerals and water ● Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including graphs, and digital technologies.	● Locates cities, countries and regions of South America on physical and political maps. ● Describes key physical and human characteristics and environmental regions of South America. ● Understands how climate and vegetation are connected in biomes, e.g. the tropical rainforest. ● Describes what the climate of a region is like and how plants and animals are adapted to it. ● Knows and understands what life is like in cities and in villages and in a range of settlement sizes. ● Explains some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected. ● Understands how human activity is influenced by climate and weather. ● Explains several threats to wildlife/habitats

Planning and organisation

At Elburton Primary School, geographical work undertaken within the school has been carefully organised to provide breadth and depth of knowledge and understanding as well as developing geographical skills. The development throughout the two key stages builds on children's previous work. Geography is taught in six week blocks interleaving with history each term.

The objectives of Geography teaching in the school are based on the requirements of the National Curriculum programmes of study for Key Stages 1 and 2. The Geography curriculum of the school will therefore help children to experience the following key aspects of the programme of study:

In both Key Stages 1 and 2 children should study four strands. These are:

1. Locational knowledge
2. Knowledge and understanding of places
3. Human and physical geography
4. Geographical skills and fieldwork

Planning format -

- **Long-term plan:** this maps the topics studied by each year to ensure coverage and progression.
- **Medium-term S plans:** overview of curriculum coverage, progression, assessment opportunities, enhancement opportunities, trips, visitors
- **Individual lesson plans:** these can be formed on a weekly basis by reviewing and expanding on the MTPs rather than creating a separate document.

Early Years

Geography is taught as an integral part of topic work covered during the year. In the Foundation Stage Geography is about the children having the opportunities to find out and learn about the world they live in. The Geography side of the children's work is related to the Knowledge and Understanding of the World objectives set out in the Early Years Foundation Stage Curriculum.

Health and safety

At Elburton Primary School, children are taught:

- Safe practices in the field and how to achieve them.
- How to use equipment in accordance with health and safety guidelines.
- To behave considerably and responsibly, showing respect for other people and their environment whilst on trips outside the classroom.

Teachers:

- Ensure risk assessments are completed before any field trips are agreed.
- Discuss all planned trips with the headteacher.
- Ensure adequate supervision is organised for all field work.

More able and those with special educational needs

More able learners and those identified with SEND will be identified as part of our formative and summative assessment procedures. We will provide for their needs through a framework of high quality first teaching which focuses on ensuring the

children are challenged appropriately. We aim to ensuring suitable learning opportunities and challenge matches to the ability of each pupil. Some examples are:

- Open-ended and can have a variety of responses;
- Deeper thinking tasks
- Providing resources of different complexity according to the ability of the pupil;
- Using teaching assistants to support the work of individual pupils or groups of pupils;
- Giving additional teacher input to some pupils when needed.
- In addition, we will focus on developing their learning behaviours, including, greater reflection, problem solving and enquiry and, making connections.

3.IMPACT

At Elburton Primary School, the role of the Geography Coordinator is to:

- Support colleagues in teaching the subject content and developing the detail within each unit.
- Renew, update and complement resources needed to deliver the curriculum.
- Audit current practice.
- Develop assessment and record keeping to check children's progression and the continuity of the curriculum.
- Keep abreast of developments in Geography education and media usage.

Assessment

- Teachers assess pupils continuously on an informal basis; these assessments inform the teacher of the pupil's current achievements, and guide the teacher in planning the pupil's future learning. Once the children complete a unit of work, we make a summary judgement of the children's work and consider the extent to which core content and concepts have been embedded in their long term memory.
- Class teachers keep the children's Geography work in their work books. We record assessments and use these to plan future work. We evaluate whether they have yet to obtain, obtained or exceeded the expectations of the unit.

What is reported to parents: Parents are informed in writing in the annual report whether their child is working towards/working at/working above/ working well above the expectation for the age group.

Monitoring

To monitor and evaluate Geography the Geography subject co-ordinator does the following:

- Supports teachers via co-planning, sharing subject knowledge, observing and giving feedback.
- Monitors teachers' medium term planning.
- Holds agreement trials to further develop the assessment portfolio.
- Reviews resource provision.
- Works co-operatively with the SENCo.
- Discusses regularly with the headteacher and (if applicable) the Geography governor, the progress with implementing this policy in the school.

Status of Policy

Date

Policy reviewed

Spring Term 2020

Agreed by Staff

Spring Term 2020

Agreed by Governors

Spring Term 2020

Next Review

Autumn Term 2022