

Geography Policy



ACORNS PRIMARY SCHOOL GEOGRAPHY POLICY

Acorns School is a primary special school for children with generic learning difficulties - this includes: severe learning difficulties, profound and multiple learning difficulties, visual and hearing impaired and children with Autistic Spectrum Disorder. Some pupils also exhibit challenging behaviour. The school is situated in Preston, Lancashire.

Aims

Geography offers opportunities:

- To develop identification, observation and enquiry skills.
- To become aware that the world extends beyond their local environment.
- To recognise and make observations about physical and human features of places which will include the local and wider environment and other countries.
- To recognise and compare features of different environments and countries and man's influence on them.
- To recognise changes in the environment and how the environment can be sustained and improved.
- To recognise that there are different societies and cultures in the world and that they often rely on each other.
- To think about their own place in the world, their values, rights and responsibilities to other people and the environment.
- To experience a range of approaches to geography including working individually, in groups and as a whole class.
- To communicate in a variety of forms including pictures, drawings, simple diagrams and maps.
- To develop appropriate geographical vocabulary and skills.

Rationale/Purpose of study

Geography education seeks to promote children's responses to ideas and sensory or emotional experiences. It develops capacities for observation, recording, analysis, expression and communication. It seeks to promote the understanding and skilful, imaginative application of geographic concepts. It should inspire in pupils curiosity and fascination about the world and its people. Teaching should equip pupils with

knowledge and concern for places, people, resources and natural and human processes.

Curriculum and School Organisation

The geography curriculum has been tailored to Acorns Primary School using the National Curriculum Programmes of Study to provide themes and activities which are differentiated appropriately to meet the needs and ages of the pupils, thereby ensuring progression as they move through school.

Geography is taught in the Early Years and through Key Stages 1 - 2.

In the Early Years/Foundation class teaching is based on the Early Years/Foundation Stage Curriculum. This ensures that all pupils are working towards the Early Learning goals for Knowledge and Understanding of the World.

Class Organisation and Teaching Styles

The class teacher is responsible for the delivery of geography in their class following consultation with and/or guidance from the Geography subject leader.

The teacher delivering the lesson provides a balanced approach to the teaching of geography using a combination of whole class group and individual work. The teacher is also responsible for the planning and delivery of these activities ensuring differentiated work to meet all abilities. The subject is also reinforced via cross-curricular means.

Subject Content

KS1 : 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.

KS2 : Pupils should extend their knowledge 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.

As indicated in the DfE programmes of study for geography, pupils should be taught key aspects of locational knowledge, place knowledge, human and physical and geographical skills and fieldwork.

Planning

The class teacher uses an overview of topics, knowledge and skills drawn from the DFE Geography Key Stages 1 and 2 Programmes of Study to guide and inform their planning. Targets are set appropriate to the needs and ages of the pupils and evaluated at the end of a topic/module. The subject leader is responsible for ensuring that the topics, knowledge and skills are covered within a Key Stage and that progress through the Key Stages is accomplished by following the Acorns Schemes of Work.

Assessment and Recording

Ongoing assessment through teacher observation and daily/weekly recording of pupils' work informs evaluation of the termly targets and future target setting. Pupils' work is annotated and next steps are added. Teachers use the information contained in the termly assessments with regard to pupil's achievements and progress in this subject to inform them for core subject assessments using 'B Squared' and 'Routes for Learning' at the end of each term, and this is reported to parents via parents' evenings, reviews and school reports.

Resources and Accommodation

A range of resource materials and books are available from the Geography Subject Leader or in the geography cupboard.

Monitoring and Evaluation

It is the responsibility of the class teacher to monitor and evaluate pupil progress.

It is the responsibility of the Geography Subject Leader to:

- Keep under review and make suggestions for the updating of geography equipment and resources.
- Research the range of geography equipment and resources appropriate to the needs of the pupils at Acorns School.
- Liaise with the Head, Deputy and staff regarding the development of the teaching and learning of geography throughout the school.
- Review on a regular basis the provision of geography at Acorns School in line with new government initiatives.

The Geography Subject Leader may be released from his/her classroom in order to work alongside other teachers. This time enables the subject leader to:

- Support teachers in the delivery of their geography lessons.
- Support teachers in the development of their geography teaching.

- Monitor and evaluate the quality of geography teaching throughout the school

Opportunities for teachers to review schemes of work, policy, published materials and resources are given during staff meetings.

Reporting To Parents

Parents are welcome to discuss their children's work with the class teacher. A Parents' evening is held in the Summer term. This enables parents to discuss their child's achievements and progress. Each child has an Annual Review to which parents are invited to discuss their child's achievements and progress and to contribute to the setting of Annual Review Targets. Parents receive a Spring and an End of Year Report detailing the work covered by each pupil and the attainment specific to their son/daughter. Parents also have access to a monthly newsletter on the school's website and a yearly personalised photograph CD, in which some geography activities may be documented.

Equal Opportunities

Multi-cultural aspects of geography are covered within the geography curriculum and addressed within other curricular areas whenever relevant. The whole school policy on Equal Opportunities will be adhered to in all geographical activities.

Homework

It is our school policy to provide parents and carers with opportunities to work with their children at home. These activities may only be brief but are valuable in promoting children's learning in the subject. Activities, appropriate to the needs and ages of the pupils, are sent home as appropriate. These may be in the form of written pieces, sensory activities, research, use of websites, discussions and other activities, depending on the individual child's needs.

Autumn Term 2017 (to be reviewed at the start of each academic year)

Acorns Geography Curriculum

Year Group	Pupils should be taught:	Key Vocabulary	Focus Areas	Activities and ideas
1	<p>Locational knowledge: Naming and locating land and ocean. Identify characteristics of four countries and capital cities of the UK</p> <p>Place Knowledge: Similarities and differences of a small area in the UK and a contrasting non-European country.</p> <p>Human and physical</p>	<p>Key physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Key human features: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>North, East, South, West.</p>	<p>Our school</p> <p>Local Landmarks and big maps.</p>	<p>Photobook of our school, route photo's - how to get from one place to another. Who works where?</p> <p>Orienteering in the school grounds.</p> <p>Explore local area. What is around us? - PNE, Bus station, Harris Library.</p> <p>Follow a simple map to find new places on Moor park. Make our own treasure hunt book and share with</p>

	<p>geography:</p> <p>Identify seasonal and daily weather in the UK.</p> <p>Identify hot and cold areas of the world.</p> <p>Use basic geographical vocabulary to refer to key physical features and Key human features.</p> <p>Geographical Skill and fieldwork:</p> <p>Look at maps, atlases and globes.</p> <p>Describe directions North, East, South, West.</p> <p>Identify landmarks in their environment from a photograph.</p> <p>Use simple fieldwork</p>	<p>United Kingdom</p>	<p>Barnaby Bear</p> <p>Katie Morag</p>	<p>sister class. Look at bus routes home - key features of where each pupil lives. Read Handa's surprise - make a map and follow the route.</p> <p>Go on a tasting journey around the British Isles - match tastes to an area. What are certain areas famous for? - foods, flowers etc.</p> <p>Make a holiday artefacts box - where are we going? What will we see/smell?</p> <p>Role play area - travel agents</p>
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	and observational skills.			
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	<p>Identify seasonal and daily weather in the UK.</p> <p>Identify hot and cold areas of the world.</p> <p>Use basic geographical vocabulary to refer to key physical features and Key human features.</p> <p>Geographical Skill and fieldwork:</p> <p>Look at maps, atlases and globes.</p> <p>Describe directions North, East, South, West.</p> <p>Identify landmarks in their environment from a photograph.</p> <p>Use simple fieldwork and observational skills.</p>		<p>Famous locations</p>	<p>local environment, famous buildings, can they identify where they are? Name key areas on each photo - land, sea, ocean, continents etc. Make a map of the local area including the key areas.</p> <p>Look at photos and watch videos of famous places - Disneyworld, Eiffel Tower/Blackpool tower (trip), Big Ben, London Eye. Compare foods and homes in each location to a non-European country - fish and chips to vegetable tagine and cous cous, a semi-detached house to a</p>
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				flat roofed Moroccan home.
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Year Group	Pupils should be taught:	Key Vocabulary	Focus Areas	Activities and ideas
3	<p>Locational Knowledge: Locate the world's countries using maps, including the location of Russia, North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Place Knowledge: Understand similarities and differences through the study of human and physical</p>	<p>beach, cliff, coast, , hill, mountain, sea, ocean, river, soil, valley, vegetation, and weather.</p> <p>climate zones, biomes and vegetation belts, rivers,</p> <p>mountains, volcanoes and earthquakes and the water cycle.</p> <p>Maps, atlas, globe</p>	Our local area - sensory trail	<p>Read 'We're going on a bear hunt'. Name key features in story and experience playing in water, making mud pies, walking through grass etc. Visit local parks and identify muddy, stoney, grassy areas and record on a simple map. Create and follow a map around school grounds or the park.</p> <p>Look at maps, globes, atlases. Identify symbols used, what do</p>

	<p>geography of a region of the United Kingdom, a region in a European country and a region within North or South America.</p> <p>Human and physical geography:</p> <p>Identify seasonal and daily weather in the UK.</p> <p>Identify hot and cold areas of the world.</p> <p>Describe and understand key aspects of:</p> <p>Physical geography - the water cycle.</p> <p>Geographical skills and</p>		<p>Key geographical elements</p>	<p>they mean. Create own map and include symbols using sym writer and geographical symbols.</p> <p>Look at weather in the UK and compare to hot continents. Look at weather symbols. Link to the water cycle. Create a water cycle display using geographical symbols. Complete a daily record of the weather.</p> <p>Look at map and identify and name land and sea.</p> <p>Visit the seaside and explore its features.</p>
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	<p>field work:</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and described features studied.</p> <p>Use field work 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.</p>		Fieldwork - Coastal exploration	Make observational drawings, take photos/videos. Create a sensory tray. Look at the uses of the sea - transport goods, energy etc.
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4	<p>Locational Knowledge: Locate the world's countries using maps, including the location of Russia, North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Place Knowledge: Understand 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</p>	<p>beach, cliff, coast , hill, mountain, sea, ocean, river, soil, valley, vegetation, and weather.</p> <p>climate zones, biomes and vegetation belts, rivers,</p> <p>mountains, volcanoes and earthquakes and the water cycle.</p> <p>Maps, atlas, globe</p>	<p>Comparison between Brazil (Rio) to Austria or Switzerland.</p> <p>Extreme weather</p>	<p>Look at each Country in detail, identifying weather, music, the land - mountains, buildings, animals etc.</p> <p>Keep a daily record of weather experienced in the UK. Use big maps/internet to identify countries that experience extreme weather conditions. Identify and name - rivers and waterfalls, mountains, volcanoes.</p>

	<p>America.</p> <p>Human and physical geography:</p> <p>Identify seasonal and daily weather in the UK.</p> <p>Identify hot and cold areas of the world.</p> <p>Describe and understand key aspects of:</p> <p>Physical geography - climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</p> <p>Geographical skills and field work:</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and described features studied.</p>		<p>Fieldwork - Moorlands</p>	<p>Visit a moorland.</p> <p>Sketch what they see and label key features once back in school.</p> <p>What is moorland used for - farming.</p> <p>Look at a contrasting built-up area - how are they different?</p>
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	<p>Use field work 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.</p>			
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Year Group	Pupils should be taught:	Key Vocabulary	Focus Areas	Activities and ideas
5	<p>Locational Knowledge: Locate the world's countries using maps, including the location of Russia, North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Place Knowledge: Understand 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</p>	<p>beach, cliff, coast , hill, mountain, sea, ocean, river, soil, valley, vegetation, and weather.</p> <p>climate zones, biomes and vegetation belts, rivers,</p> <p>mountains, volcanoes and earthquakes and the water cycle.</p> <p>Maps, atlas, globe</p>	<p>Comparison study - Amazon rainforest to a Scandinavian country: Finland, Norway, Iceland, Sweden or Denmark.</p> <p>Grid references</p>	<p>Look at each area individually, compare weather position on globe, vegetation, homes, habitats, foods clothing. Look closely at animals and how they have adapted to each area.</p> <p>Look at simple maps and atlases, draw own map complete with geographical symbols - ask a friend to write grid references for specific symbols. Follow simple maps</p>

	<p>America.</p> <p>Human and physical geography:</p> <p>Identify seasonal and daily weather in the UK.</p> <p>Identify hot and cold areas of the world.</p> <p>Describe and understand key aspects of:</p> <p>Physical geography - climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</p> <p>Geographical skills and field work:</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and described features studied.</p>		<p>Field work - Lakes and rivers</p>	<p>and record what is in specific grid references. Look at specific country or area of the UK in greater detail using simple maps, atlases and google maps.</p> <p>Look at and name local rivers and wetland land marks - River Ribble, Brockholes reserve. Carry out studies of each area, complete observational drawing, record wildlife seen, talk about the impact the weather has on each area. Look at time zones and the change from day to night - watch time-laps videos, record</p>
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Year Group	Pupils should be taught:	Key Vocabulary	Focus Areas	Activities and ideas
6	<p>Locational Knowledge: Locate the world's countries using maps, including the location of Russia, North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Place Knowledge: Understand 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</p>	<p>Beach, cliff, coast, hill, mountain, sea, ocean, river, soil, valley, vegetation, and weather.</p> <p>climate zones, biomes and vegetation belts, rivers,</p> <p>mountains, volcanoes and earthquakes and the water cycle.</p> <p>Maps, atlas, globe</p> <p>Other vocab to be</p>	<p>Comparison study - volcanoes with vineyards in Italy to farming in South America.</p> <p>Polar circles, the equator and the tropics.</p>	<p>Look at farming on a slope, different soil types, how they harvest and what they produce and why. Look at different cultures, music, food and local traditions.</p> <p>Look at each individually and explore animals, plants, homes, foods, weather conditions and how humans and animals have adapted. Cover Greenwich mean time. Where in the world would you live</p>

	<p>America.</p> <p>Human and physical geography:</p> <p>Identify seasonal and daily weather in the UK.</p> <p>Identify hot and cold areas of the world.</p> <p>Describe and understand key aspects of:</p> <p>Physical geography - climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</p> <p>Geographical skills and field work:</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and described features studied.</p>	<p>identified in planning document.</p>	<p>Fieldwork - Coastal features of Lancashire.</p>	<p>and why?</p> <p>Name local areas on the coast line - how do they differ - sand/pebble etc.</p> <p>Identify use of the sea - look at local fish and crab species and how local fishermen make a living from the sea. Look at vegetation, different beach types and how activities are different now and previously. Look at local businesses and identify economic opportunities.</p> <p>Develop sensory seaside tray/box. Possibility to link to 'Lighthouse Keepers</p>
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	<p>Use field work 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.</p>			<p>lunch'.</p>
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