

***Sonning Common
Primary School***

**POLICY
STATEMENT
FOR
GEOGRAPHY**

GEOGRAPHY POLICY

"Geography is concerned with the study of places, the inter-relationships between the human and physical processes which shape them and the people who live in them. It helps pupils make sense of their surroundings and the wider world."
(National Statutory Guidelines, page B1)

Aims

The aims of the geography syllabus are:

- To enable pupils to develop enquiring minds into all aspects of geographical investigation.
- To develop pupils' geographical skills with regard to map work and local and regional studies.
- To increase pupils' knowledge of places and those factors which determine the character of a place.
- To increase and develop pupils' knowledge and understanding of physical aspects of geography.
- To develop pupils' knowledge and understanding of human geography, and of the different influences on population size and distribution, economy of a region and communications.
- To develop a growing awareness of the environment and its vulnerability, and how it may be managed and protected.

GENERAL GUIDELINES

KEY STAGE 1

At Key Stage 1 pupils will begin with as much practical fieldwork and investigation of their own environment as possible. This will include the school grounds and the village, and will as far as possible relate to the childrens' own experiences of their home locality, and of contrasting localities they may have visited on holidays, trips, etc.

They will also learn about other localities through the use of the 'Oliver and Boyd'

and "Time and Place" published geography schemes. In Year 2 pupils will focus on a study of the Benin as their contrasting locality.

KEY STAGE 2

At Key Stage 2 this early experience will be built upon to include local studies into land use, shops, leisure activities, schools, churches and businesses. Continuing links with the local farm at Nuffield will enable pupils to develop an awareness of agricultural land use and markets. Later in this stage pupils will be encouraged to look at Sonning Common within the wider context of the Thames valley region, and how this affects considerations of transport and employment opportunities.

Work will be carried out using a variety of resources, including fieldwork, pupils' own experiences, postcards, photographs, aerial photographs and maps and will be supplemented by two published schemes:- "Into Geography" and "Mapstart".

Pupils will study contrasting countries and a locality in a developing country through the scheme, it is planned that at this stage the pupils will study the Swat valley in Pakistan, looking at the region in contrast with our own, and at the region in its wider context within Pakistan as a country. Whenever possible pupils in Year 6 will be offered a residential trip, which will enable them to study a contrasting locality in the UK with direct investigation and fieldwork.

Pupils will be encouraged to consider the cultural diversity between groups and individuals, groups and communities. Searching first for similarities and then for differences helps to develop positive images and may challenge stereotyping and misconceptions.

ORGANISATION.

A 'whole school' approach to geography at both KS1 and KS2 has been developed which gives due consideration to the progression of knowledge, skills, values and attitudes of resources. Tasks and teaching approaches have to be differentiated and carefully structured to meet the learning needs of individual children.

KEY STAGE 1

At this stage pupils will develop their knowledge and understanding in topic-based cross-curricular studies. This will allow them to relate their learning experiences to other areas of the curriculum.

Whenever a topic is geography based pupils will be made aware that they are studying geography.

Resources will be kept within the infant department, the geography co-ordinator and the head of infants will review the need for new resources each year. As the resources will be continually upgraded a separate list of resources will be kept as an appendix to this policy and within the infant department.

KEY STAGE 2

Geography will currently be taught in individual year bands, until such time as numbers within school may suggest a necessity to revert to mixed bands.

The study of geography as it relates to the local area will be specifically subject based, however other areas of study may well be covered in cross-curriculum themes, to include:- mathematics, science, language, history, RE, PE, technology and art.

At Years 5 and 6 the study of geography will be in its own right, with a designated time each week, where a geography module is planned for that term. However, that is not to say that geography will be taught in isolation and many aspects will continue to overlap with science, mathematics, language, history, RE, PE, technology and art.

Resources will be kept centrally or in individual classrooms. The need for new resources will be reviewed each year by the geography co-ordinator and the staff. As the resources will be continually upgraded, a list of resources will be kept as an appendix to this policy.

INFORMATION TECHNOLOGY AND ASSESSMENT.

Information technology is used to record plot, design and store new data. Long-term retrieval systems are initiated (eg. transport, weather, building surveys) to which children are able to add their results. Use of the computer gives obvious and direct links across the curriculum with mathematics and science.

Assessment is an integral part of the planning process and is a way of establishing children's performance and progress. Opportunities for assessment will be seen within a wide range of evidence. eg. written, oral, maps, drawings and tape-recordings. The Oxfordfordshire guide to progression in geography, together with the summative level descriptors in the National Curriculum highlight the skills against which teachers will make their assessments of a pupil's ability. Staff must therefore ensure that tasks given to children match the particular skill or concept they are assessing. It will be assumed that a pupil is making suitable progress, unless a comment is made which would indicate that a pupil has a particular

problem or is performing at a very high level.

SPECIAL NEEDS.

Wherever possible pupils with learning difficulties should follow a similar programme of study to their peer group. This may require staff to plan for them at a different rate, with shorter more structured steps towards a target. Recording may also have to be modified to take into account a pupil's needs, possibly allowing the use of more pictures and diagrams, and with the use of a tape recorder or the computer. These pupils will probably need more in the way of pictorial aids, and more structured photocopiable resources.

Pupils who are exceptionally able will need to have more open ended tasks presented to them, allowing them to develop investigations to more complex solutions. They will need more one to one time with the teacher or with another adult to discuss their findings. They should also be encouraged to present their work in more imaginative ways, rather than simply by more written work.

DISTRIBUTION OF GEOGRAPHY STUDY UNITS

INFANT TWO-YEAR PLAN

Year 1	1st Year	<p>OURSELVES (health and food) HARVEST</p> <p>CHRISTMAS (including music/sand "bangers and shakers")</p>	<p>HOUSES AND HOMES BUILDING SITES</p> <p>FARMS</p> <p>PETS</p>	<p>TOYS</p> <p>WHEELS LAND TRANSPORT</p>
	Ongoing activities	<p>WEATHER ROAD SAFETY</p>	<p>SEASONS COOKING</p>	<p>MODELLING MATERIALS</p>
	2nd Year	<p>PEOPLE WHO HELP US</p> <p>CHRISTMAS (colour and light)</p>	<p>LIGHT AND DARK SUN AND MOON</p> <p>PONDS AND BOATS</p>	<p>SCHOOL BUILDINGS LOCAL ENVIRONMENT PLANTS IN THE AIR</p>
Year 2	1st Year	<p>SENSES EAR VIBRATIONS HARVEST</p> <p>CHRISTMAS (including music and sound)</p>	<p>SHOPS AND SHOPPING CLOTHES</p> <p>THE NATURAL ENVIRONMENT</p>	<p>BEARS</p> <p>HOW WE MOVE</p>
	Ongoing activities	<p>WEATHER ROAD SAFETY</p>	<p>SEASONS COOKING</p>	<p>MODELLING MATERIALS</p>
	2nd Year	<p>IN THE GROUND NATURAL MATERIALS</p> <p>CHRISTMAS (Colour and light)</p> <p>ELECTRICITY MAGNETS</p>	<p>FOOD COOKING</p> <p>WATER</p>	<p>SCHOOL GROUNDS ANIMAL VISITS</p> <p>FLIGHT SPACE</p>

**GEOGRAPHY PROGRAMME OF STUDY KEY STAGE 1
YEAR 1**

OURSELVES	
Holidays at home and abroad The British Isles: What makes this an island ? Treasure islands Where do we live ? Letters to grandparents near and far	Using maps and identifying features Using secondary sources, photos and postcards Making maps of imaginary places Looking at maps of different scales
HARVEST	
Photos of change during the year Changes in the weather: The farming year	Using photos and books
BUILDING SITES, HOUSES AND HOMES	
Local walks to look at different types of houses Consider homes in other lands and compare how people live Visiting a local building site Making plans and routes Work that people do Change to places: Making judgements about that change	Awareness of the wider world Using geographical terms Undertake fieldwork activities How land and buildings are used
FARMS	
Different uses of land on the farm for buildings, animals and vegetation	Physical and human features Understanding of places
WHEELS AND LAND TRANSPORT	
Why do people make journeys ? How do people travel ? Do you always choose the same method of transport for every journey ? What journeys do children make ? What journeys do parents make ?	Follow directions Geographical questions Awareness of the wider world
PEOPLE WHO HELP US	
Awareness of the jobs different people do around the school What sort of things does the school need in order to function ? Where do these things come from ?	Geographical questions Physical and human features of their surroundings
PONDS AND BOATS	
Journeys across the water -who makes these journeys ? Harbours and docks What kind of boats are there ? Where are they going and what are they carrying ?	Geographical terms Identify major geographical features Secondary sources
SCHOOL BUILDINGS AND LOCAL ENVIRONMENT (Study of place and thematic study)	
Find way about school - using directions What are all the buildings used for ? How old are the buildings ? Are they all the same age ? Identify the features of the site - playground, fence, wall, field Make simple plans of buildings and trails Seasonal change in Dobinson' paddock	Follow directions Fieldwork activities Geographical terms Make plans Study of place

Preferences in school environment Change in the school environment - care of the environment	Quality of environment
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GEOGRAPHY PROGRAMME OF STUDY KEY STAGE 1

YEAR 2

HARVEST	
Photos of change during the year Changes in the weather: The farming year	Using photos and books
SHOPS AND SHOPPING Study of place	
<p>Trip to local shops. What kind of shops ? What can you buy there ? What types of building are there ? How old are the buildings ? What other buildings do you see on the route, what are they used for ?</p> <p>Make plans of the route taken to the shops Consider how things get to the shops.</p> <p>Can we get everything we need in Sonning Common ? Where would you go to get something not available in Sonning Common ? How would you get there ?</p>	<p>Geographical enquiry</p> <p>Observe question and record</p> <p>Use geographical terms Undertake fieldwork</p> <p>Make maps</p> <p>Consider the human and human features of the locality of the school</p> <p>Use of land for different reasons</p>
HOW WE MOVE	
<p>Methods of transport</p> <p>Use maps to show methods of transport as shown on a map. Look to see how main roads, motorways, railways and airports are shown. Consider bridges, tunnels, stations and car parks. Why do we need to make journeys ? How can we get to other countries ?</p>	<p>Geographical questions</p> <p>Awareness of the world</p> <p>Observation and recording</p> <p>Use maps in a variety of scales</p> <p>Use secondary sources</p>

DISTRIBUTION OF SKILLS AND THEMATIC STUDIES IN GEOGRAPHY

Year 3		
<p>Broad reference linked to history programme of study. Where is Italy ? Where is Scandinavia ?</p>	<p>LOCAL STUDY Looking at Sonning Common as a settlement. Location and why it grew up. Studying shopping facilities, transport links, community provision. Studying the weather over a period of time. Make broad comparison between villages and facilities of a town.</p>	<p>SKILLS Refer to more detailed progression of skills to be developed in Year 3.</p>
Year 4		
<p>SKILLS Refer to more detailed progression of skills to be developed in Year 4. Broad reference linked to history programme of study. Where is Greece ? Compare climate with our own. Compare landscape, farming with our own.</p>	<p>STUDY OF PAKISTAN Locate within the world - Atlas skills Compare climate and weather with our own. Make detailed comparison of one area of Pakistan with Sonning Common. Probably Sway Valley to link with 'Landmarks resources'. Compare shops, homes, transport and facilities.</p>	<p>WEATHER AND CLIMATE Keep weather records, establish seasonal patterns. Understand how site conditions can influence the weather.</p>
Year 5		
<p>Broad links to history curriculum looking at links in exploration and discovery during the Tudor period. Use of atlases and globes.</p>	<p>PLACE AND SETTLEMENT Study of the village of Eyam in Derbyshire. Close study of place making direct comparisons with Sonning Common. With regard to location, facilities, physical features. Study of prevailing weather conditions and compare with our locality. Study the climate of the British Isles and how localities fit into pattern Compare as settlements.</p>	<p>SKILLS Refer to more detailed progression of skills to be developed in Year 5. Study settlement as a short unit, to understand about the comparative size of place and why they grew up where they did.</p>
Year 6		
<p>SKILLS Refer to more detailed progression of skills to be developed in Year 6. Broad reference to cross-curriculum links with history: Britain since 1930. World War 2 and the parts of the world which were affected. How the local area was affected by the war.</p>	<p>STUDY OF RIVERS To be studied as a unit in its own right but with direct links to history unit of Ancient Egypt. Looking at Egypt today - map work, farming, the importance of the Nile.</p>	<p>ENVIRONMENTAL CHANGE Based on a study of the rain forests or other climatic region. How man is affecting his environment How the environment can be protected. Relate to work on climate in the world and how climate influences the environment</p>

STUDIES OF THE WEATHER STRUCTURE THROUGHOUT THE SCHOOL

KEY STAGE 1

Study the seasons and seasonal change as reflected in the farming year and in changes to the environment, clothes we wear etc.

Keep very simple weather charts for short periods of time and reflect on the number of sunny days, rainy days, etc.

Use *My World weather map* program on the computer to become familiar with the use of symbols.

KEY STAGE 2

YEAR 3

Keep weather chart for a month in summer and winter.

Use symbols to record the weather. Identify different kinds of weather.

Learn to recognise that the wind does not always blow from the same direction.

Compare results of charts to recognise differences between summer and winter months.

YEAR 4

Keep weather records on computer (eg *flexidata*) for at least half a term.

Use weather instruments to record weather ie rain gauge, wind sock and compass, thermometer, anemometer or use Beaufort Scale to judge wind speed, assess cloud cover and begin to recognise cloud formations.

Investigate data to find out links and patterns between prevailing winds, temperature and rainfall. Use data to make decisions about best days to hold certain fixtures or events.

Use *Lemons* on the computer as simulation.

YEAR 5

Study the climate of Britain and prevailing weather conditions in England.

Understand the water cycle.

Establish links between high ground, high rainfall and distribution of population.

Investigate micro-climates in the school grounds, understand why these occur.

Use county weather data disc to investigate weather data.

YEAR 6

Study weather and climate around the world, examine the major climatic differences and understand why these occur. Talk about the consequences of extremes of weather and how man's management of his environment can influence

this. Investigate monsoons, tornadoes, drought, flood on *Encarta*.

KEY QUESTIONS FOR STUDY OF OUR OWN LOCALITY

- How can we find out about the use of land in Sonning Common ?
Plot a route on a local map and follow the route.
Note how the land is being used along the route.
- In what ways is the land being used
Use maps and photos to try and find out - make groupings, using vocabulary of housing, farming, leisure, industry, woodland, schools, library, health centre, old peoples homes, herb farm.
Maps can be coloured to show different uses.
Children should distinguish between natural and human influences
- Use the map to consider:-
What is the main use of land in our area ?
Is Sonning Common built up (urban) or open (rural) ?
- Grid the map to find local features using letter/number co-ordinates
- Extend to land use beyond our region.
Are there some places which have different uses for land to our own ?
Ask questions such as "Where are they ?"
Why are they sited there ?
How can we recognise them on a map ?
Use maps of other regions to find and identify them (Stations, motorways, rivers, industries, mines, etc).
Use photos of different places so that children can see and talk about differences.
- What is the character of our area like ?
On a map of the area find Sonning Common and describe its relationship to other communities ?
Are all the neighbouring villages the same size ?
Whereabouts is Sonning Common in the British Isles ?
- Describe the physical characteristics of Sonning Common - hills, valleys, pond.
- What economic activities are there in Sonning Common ? For whom do they

provide employment ?

- What communication links does Sonning Common have with other communities ?
 - Study bus timetables and destinations ?
- Conduct a shopping survey -
 - Why do we need to buy from shops
 - Where would I go to buy these things ?
- Evidence of change
 - Are the shops changing ?
 - Have there been any recent changes ?
 - Are there any new developments ?
 - Has Sonning common always been the same ? - compare with older maps
 - Do street names give clues to the past ?
- What leisure facilities are there in Sonning Common ?
 - Whom do they serve ?
- Consider what it is like as a place to live.
 - Is it good or bad ?
 - What changes would they like to see ?
 - What implications would such changes have ?

KEY QUESTIONS FOR THE STUDY OF PLACE

- a Contrasting locality within British Isles
 - b Contrasting locality in Africa, Asia, South America or Central America
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- What do I already know about this place ?
 What do I think about it
 - Where is it and how would I get there ?
 - How long would it take ?
 - What would I see there ?
 - How different is it from Sonning Common ?
 Consider Shops and shopping
 Farming
 Employment
 Transport
 Leisure
 - What are the lives of the people like ?
 What are the similarities and differences with our own ?
 - How is the place changing ?
 - Are there any external factors such as climate, tourism or government influences ?
 - Is it like the rest of the country ? - consider the broader links.
 - What do I feel about this place now I know something about it ?

**BROAD PROGRESSION FOR GEOGRAPHY THROUGH KEY STAGE
1**

KNOWLEDGE AND UNDERSTANDING		
PLACES	PHYSICAL/HUMAN	ENVIRONMENTAL ATTITUDE & VALUES
<p>Own locality Talk about other places they have visited</p> <p>Awareness of contrasting locality <i>eg What is the other place like ? What makes it similar to or different from where we go to school ?</i></p> <p>Be introduced to places both within and beyond the UK</p>	<p>Recognise, observe and respond to questions <i>eg identify a house, the church, a garage. Be able to say what kind of work is done by some of the adults in school.</i></p> <p>Identify and describe physical/human characteristics of places <i>eg talk about things (types of buildings or housing, hills, streams, etc) which make a place 'special'.</i></p> <p>Ask and respond to questions</p>	<p>Express personal views - likes and dislikes. <i>eg where do you like to play around the school ? Which is your favourite place ?</i></p> <p>Give reasons for their preferences <i>eg why do you like that area of the park ?</i></p> <p>Experience or be involved in environmental change <i>eg what can be recycled from our lunch boxes ?</i></p> <p>Develop positive attitudes to far away places and people</p>

This, and the following page, are based upon a progression of study produced by the Oxfordshire Humanities team in April 1995.

It should be recognised that, although the progression of learning in each area follows the vertical line, the areas of study should not be seen in isolation, but should be integrated across the areas of knowledge and understanding.

BROAD PROGRESSION FOR GEOGRAPHY THROUGH KEY STAGE 2

KNOWLEDGE AND UNDERSTANDING		
PLACES	PHYSICAL/HUMAN	ENVIRONMENTAL ATTITUDE & VALUES
<p>More detailed knowledge and familiarity of own (extending) locality. <i>eg why are these activities or facilities sited where they are ?</i></p> <p>Growing understanding of different localities both within and beyond UK <i>eg recognise that some of the characteristics may be similar to or different from their immediate locality</i></p> <p>Appreciate that localities do not stand in isolation but fit into the context of a wider area <i>eg fill in the intervening parts of the 'jigsaw' between studied areas of the UK</i></p> <p>Show an ability to transfer geographical knowledge and understanding to other locations</p> <p>Study a range of places at different scales <i>eg local, national, European, world dimension</i></p> <p>Develop the concept of a 'region' and describe how, within it, the various geographical aspects are inter-related <i>eg places linked through movement of goods and people</i></p> <p>How the road and rail network in Oxfordshire relates to the towns and physical landscape</p> <p>Show how physical and human processes can lead to similarities and differences between places <i>eg link between farming communities and market towns characteristics of coastal scenery or settlement.</i></p> <p>Carry out investigations of places and reach plausible conclusions.</p>	<p>Provide reasons for observations and judgements <i>eg why do people choose different kinds of transport for different journeys ?</i></p> <p>Describe physical/human features. Make comparisons, give explanations for locations. <i>eg why a bridge crosses a river at a certain place. Why buildings have been arranged as they have within a specific area</i></p> <p>Begin to describe geographical patterns. <i>eg the weather, land use</i></p> <p>Develop an understanding of the importance of location</p> <p>Have an awareness of physical and human processes <i>eg erosion and deposition by water, location and development of settlements</i></p> <p>Appreciate how these processes can produce change within the landscape</p> <p>Describe and start to offer explanations for geographical patterns <i>eg weather patterns, distribution of spring-line villages along the Downs.</i></p> <p>Describe and offer explanations for physical and human processes. <i>eg benefits and disadvantages of 'out-of-town' shopping centres, siting of reservoirs, control of river flooding.</i></p>	<p>Show how the quality of an environment can be improved</p> <p>Have an awareness that other children may have similar or different opinions and views.</p> <p>Be able to substantiate their own choice or choices</p> <p>Begin to understand the significance of other people's views and feelings</p> <p>Describe how environments can be damaged or improved <i>eg traffic schemes within towns</i></p> <p>Understand the concept of interdependence <i>eg sources of goods in local shops</i></p> <p>Appreciate that external agencies can support, contradict or influence public opinion <i>eg town planners, media, environmental groups</i></p> <p>Explain how human activities can affect the environment <i>eg gravel extraction, leisure pursuits</i></p> <p>Recognise attempts to manage and improve environments <i>eg Ridgeway, National Parks, AONB</i></p> <p>Begin to see that human choices can have effects beyond those who make those choices, at local, national or global level.</p> <p>Develop an understanding of the importance of interdevelopment of the natural world and the impact of human intervention</p> <p>Show an ability to evaluate differing viewpoints relating to issues; understanding that some attitudes may be adopted for specific reasons and may therefore be unreliable in their validity.</p>

GEOGRAPHY RESOURCES

CLASSROOM

'Into geography' scheme:-

A	45 level 1	Year 3
B	45 level 2	Year 4
C	45 level 3	Year 5
D	45 level 4	Year 6

Atlases:-

Collins/Longman Atlas 2	Approx 25/year	Yr 5 and 6
"	Approx 10/class	Yr 3 and 4
Ladybird Picture Atlas	Approx 10/class	Yr 3 and 4
"	Approx 6/year	Yr 5 and 6
Kingfisher Children's World Atlas	3/class	All
Oxford Junior Atlas	10/class	All(extra available)

'Discovering our world' 14 available in Yr 5 classroom

'Looking around' Levels 3 and 4 10 of each in Yr 6 classroom

'Mapstart' Staffroom

Level 1 x 15 + photocopy masters

Level 2 x 15 + photocopy masters

Level 3 x 15 + photocopy masters

Globes

Class maps of British Isles, Europe and the world.

CENTRAL

Oliver and Boyd Key Stage 1 Photocopy masters Staffroom

Local photographs of features of village in plastic wallets Staffroom

Sets of photographs of contrasting localities, aerial photos Staffroom

Local maps of different ages and scales Staffroom and paper store

Slides of village from the past

10 compasses

Ordnance Survey maps - local and other parts of British Isles

