

## **GEOGRAPHY POLICY – PRIMARY SCHOOL**

This policy reflects the values and philosophy of the International School of Oradea(Primary) in relation to the teaching of Geography. It gives a framework to which all staff, teaching and nonteaching work. It gives guidance on planning, teaching and assessment. This policy should be used in conjunction with the QCA schemes of work for Geography to develop adapted lesson plans that are within the school’s guidelines.

### **Subject Aims**

The aims of Geography are:

- to enable children to gain knowledge and understanding of places in the world, within and beyond Romania.
- to develop pupils’ knowledge and understanding of how people in different places live their lives.
- to develop an understanding that physical and climatic features affect how people live in different parts of the world.
- to develop discrete skills related to Geography such as map reading and the use of atlases and reading graphs.
- to develop enquiry skills and an appreciation that a variety of sources of information including textbooks, internet, newspapers, maps and atlases can be used to answer geographical questions.
- to use a variety of ways of presenting information such as, posters, leaflets, reports and graphs.

- where relevant, to incorporate fieldwork into the teaching of geographical subjects.

The subject is taught in QCA Study Unit Schemes of Work. These are used as working documents and adapted by teachers as necessary. Geography is taught as part of our Topic curriculum, a thematic approach providing the opportunity for cross-curricular learning to children.

## **The objectives for Early Years**

In Nursery, the aims of Geography teaching is for our pupils to:

- Show an interest in the world in which they live.
- Comment and ask questions about where they live and the natural world.
- Notice differences between features of the local environment.

In Reception, the aims develop to encompass the desire to:

- Observe, find out about and identify features in the place they live and the natural world.
- Find out about their environment, and talk about those features they like and dislike.

## **The objectives for Key Stage 1**

In Key Stage 1, the aims of Geography teaching are to ensure that pupils are able:

- To show their knowledge, skills and understanding in studies at a local scale.
- To recognize and make observations about physical and human features of localities.
- To express their views on features of the environment of a locality.

- To use resources that are given to them, and their own observations, to ask and respond to questions about places and environments.

(National Curriculum, Level 1)

## The objectives for Key Stage 2

In Key Stage 2, the aims of Geography teaching are to ensure that pupils are able:

- To show their knowledge, skills and understanding in studies at a local scale.
- To describe and compare the physical and human features of different localities and offer explanations for the locations of some of those features.
- To show awareness that different places may have both similar and different characteristics.
- To offer reasons for some of their observations and for their views and judgements about places and environments.
- To recognize how people seek to improve and sustain environments.
- To use skills and sources of evidence to respond to a range of geographical questions, and begin to use appropriate vocabulary to communicate their findings.

(National Curriculum, Level 3)

## Curriculum

Which year group teaches which QCA Study Unit is listed, and this list may be found in the updated CIS file on the Google Drive. This list is attached to this policy and available on the school server. From this list each year group completes an annual Geography long-term planning sheet. This is to be found on the school's Google Drive in each year group's Geography planning folder.

The Geography curriculum is based around the three core areas of knowledge, skills and understanding.

### **Geographical enquiry and skills Key Stage 1:-**

#### **1. In undertaking geographical enquiry, pupils should be taught to:**

1. ask geographical questions [for example, 'What is it like to live in this place?']
2. observe and record [for example, identify buildings in the street and complete a chart]
3. express their own views about people, places and environments [for example, about litter in the school]
4. communicate in different ways [for example, in pictures, speech, and writing].

#### **2. In developing geographical skills, pupils should be taught to:**

1. use geographical vocabulary [for example, hill, river, motorway, near, far, north, south]
2. use fieldwork skills [for example, recording information on a school plan or local area map]
3. use globes, maps and plans at a range of scales [for example, following a route on a map]
4. use secondary sources of information [for example, internet, pictures, photographs, stories, information texts]
5. make maps and plans [for example, a pictorial map of a place in a story]. **Knowledge and understanding of places**

#### **3. Pupils should be taught to:**

1. identify and describe what places are like [for example, in terms of landscape, jobs, weather]
2. identify and describe where places are [for example, position on a map, whether they are on a river]
3. recognize how places have become the way they are and how they are changing [for example, the quality of the environment in a street]

4. recognize how places compare with other places [for example, compare the local area with places elsewhere in the United Kingdom]
5. recognize how places are linked to other places in the world [for example, food from other countries].

#### **Knowledge and understanding of patterns and processes**

##### **4. Pupils should be taught to:**

1. make observations about where things are located [for example, a pedestrian crossing near school gates] and about other features in the environment [for example, seasonal changes in weather]
2. recognize changes in physical and human features [for example, lakes freezing over].

#### **Knowledge and understanding of environmental change and sustainable development**

##### **5. Pupils should be taught to:**

1. recognize changes in the environment [for example, litter in roadside verges ]
2. recognize how the environment may be improved and sustained [for example, by picking up litter].

#### **Breadth of study**

##### **6. During the key stage, pupils should be taught the knowledge, skills and understanding through the study of two localities:**

1. the locality of the school
2. a locality outside Romania that has physical and/or human features that contrast with those in the locality of the school.

##### **7. In their study of localities, pupils should:**

1. study at a local scale
2. carry out fieldwork investigations outside the classroom.

## **Geographical enquiry and skills Key Stage 2:-**

### **1. In undertaking geographical enquiry, pupils should be taught to:**

1. ask geographical questions [for example, 'What is this landscape like?', 'What do I think about it?']
2. collect and record evidence [for example, by carrying out a field trip to a river]
3. analyse evidence and draw conclusions [for example, by comparing population data for two localities]
4. identify and explain different views that people, including themselves, hold about topical geographical issues [for example, views about traffic and dogs in Oradea]
5. communicate in ways appropriate to the task and audience [for example, by writing to the school principal about how to improve the school/local environment].

### **2. In developing geographical skills, pupils should be taught:**

1. To use appropriate geographical vocabulary [for example, temperature, transport, industry]
2. to use appropriate fieldwork techniques [for example, labelled field sketches] and instruments [for example a trundle wheel]
3. to use atlases and globes, and maps and plans at a range of scales [for example, using contents, keys, grids]
4. to use secondary sources of information, including aerial photographs [for example, stories, information texts, the internet, satellite images, photographs, video clips]
5. to draw plans and maps at a range of scales [for example, a sketch map of a locality]
6. decision-making skills [for example, deciding what measures are needed to improve safety in a local street]. **Knowledge and understanding of places**

### **3. Pupils should be taught:**

1. to identify and describe what places are like [for example, in terms of weather, jobs]
2. the location of places and environments they study and other significant places and environments [for example, places and environments in the news]

3. to describe where places are [for example, in which region/country the places are, whether they are near rivers or hills, what the nearest towns or cities are]
4. to explain why places are like they are [for example, in terms of weather conditions, local resources, historical development]
5. to identify how and why places change [for example, through the building of new houses] and how they may change in the future [for example, through an increase in traffic or an influx of tourists]
6. to describe and explain how and why places are similar to and different from other places in the same country and elsewhere in the world [for example, comparing a village with a part of a city in the same country]
7. to recognize how places fit within a wider geographical context [for example, as part of a bigger region or country] and are interdependent [for example, through the supply of goods, movements of people].

#### **Knowledge and understanding of patterns and processes**

##### **4. Pupils should be taught to:**

1. recognize and explain patterns made by individual physical and human features in the environment [for example, where frost forms in the playground,]
2. recognize some physical and human processes [for example, river erosion, and river pollution] and explain how these can cause changes in places and environments.

#### **Knowledge and understanding of environmental change and sustainable development**

##### **5. Pupils should be taught to:**

1. recognize how people can improve the environment [for example, by reclaiming derelict land] or damage it [for example, by polluting a river], and how decisions about places and environments affect the future quality of people's lives
2. recognize how and why people may seek to manage environments sustainably, and to identify opportunities for their own involvement [for example, taking part in a local litter collection].

#### **Breadth of study**

**6. During the key stage, pupils should be taught the Knowledge, skills and understanding through the study of two localities and three themes:**

**Localities**

1. a locality in the United Kingdom
2. a locality in a country that is less economically developed

**Themes**

3. water and its effects on landscapes and people, including the physical features of rivers [for example, flood plain] or coasts [for example, beach], and the processes of erosion and deposition that affect them
4. how settlements differ and change, including why they differ in size and character [for example, commuter village, seaside town], and an issue arising from changes in land use [for example, the building of new housing]
5. an environmental issue, caused by change in an environment [for example, increasing traffic congestion, hedgerow loss, drought], and attempts to manage the environment sustainably [for example, by improving public transport, creating a new nature reserve, reducing water use].

**7. In their study of localities and themes, pupils should:**

1. study at a range of scales - local, regional and national
2. study a range of places and environments in different parts of the world
3. carry out fieldwork investigations outside the classroom.

## **CLASSROOM ORGANIZATION AND TEACHING STYLE**

Class teachers deliver Topic lessons to their own classes, except in the case of SMT members of staff where this is taught by a qualified and experienced Teaching Assistant.

**Time Allocation**

**Early Years**



Geography is part of Knowledge and Understanding of the World, which over the year accounts for approximately one sixth of the time children are at school. This is including break times.

### **KS1**

One hour a week for humanities, either history or geography, amounts to 30 minutes a week over the year for Geography and 2% of the weekly timetable.

### **KS2**

Two hours a week for humanities, either history or geography, amounts to 60 minutes a week over the year for Geography and 4% of the weekly timetable.

## **Assessment**

Class teachers use a variety of methods to carry out formative, and where appropriate summative assessments while teaching each Geography study unit. At the end of each unit teachers complete online assessment sheets according to QCA statements for each unit. These assessments inform the written assessments sent to parents in December and June. Also, see the school Policy for Marking and Assessment.

## **Resources and Accommodation**

Resources are listed in the humanities inventory which is on the school server. A copy of this has been placed in each year group folder. Resources are stored in the Humanities store which can be accessed via the key holders (SMT and subject coordinator).

## **Evaluation**

Evaluation of the teaching of Geography is carried out to enhance evaluation of the teaching and learning of Geography. It is the responsibility of SMT and the Humanities Co-ordinator to monitor and evaluate curriculum provision made for Geography in order that pupils make the

greatest possible progress. As with all evaluation the School Principal has overall responsibility for this work.

**Evaluation focuses on:**

- An annual review of the QCA schemes of work and their content
- Reviewing online teacher assessment
- Staff discussion
- Observation of lessons by subject coordinator
- Observation of lessons when requested by SMT

Year Level	Unit	Geography Units Taught at ISO Primary
1	1	Around our school – the local area
1	2	How can we make our local area safer?- (adapted)
1	5	Where in the world is Barnaby Bear? – (adapted)
2	3	An island home - (adapted)
2	4	Going to the seaside
2	17	Global Eye
3	6	Investigating our local area – (adapted)
3	7	Weather around the world
3	18	Connecting ourselves to the world – (adapted)
4	8	Improving the environment (in conjunction with Geography Unit 19)
4	9	Village Settlers – (adapted)
4	10	A village in India
5	11	Water
5	12	Should the high street be closed to traffic? (adapted)
5	13	A contrasting UK locality – (adapted)
6	14	Investigating Rives
6	15	The Mountain Environment
6	16	What’s in the news?

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