



MANCHESTER
MUSLIM
PREPARATORY
SCHOOL

FAITH • LEARNING • LIFE

Geography Policy

Document Control

This policy has been approved for operation within:	Manchester Muslim Preparatory School
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Review period	2 Years
Owner.	MMPS

Rationale

At MMPS we are committed to providing all children with learning opportunities to engage in geography. This policy provides a framework for staff to work within as well as guidance on planning, teaching and assessment, enabling our learners to reach their full potential in this curriculum area. The teaching and learning at Manchester Muslim Preparatory school aims to inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and environments together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world helps them to deepen their understanding of the interaction between physical and human processes and of the formation of landscapes and environments. Geographical knowledge provides the tools and approaches that explain the Earth's features at different scales that are shaped, interconnected and changed over time.

Aims

The National Curriculum for geography aims to ensure that all pupils:

- Develop knowledge of the location of places of global significance, their defining physical and human characteristics and how they relate to one another, this place knowledge should provide a sound context for understanding geographical processes.
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.
- Are competent in the geographical skills needed to:
 - Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - Interpret a range of sources of geographical information, including maps, globes, aerial photographs and Geographical Information Systems (GIS)
 - Communicate geographical information in a variety of ways including through maps and writing at length

Curriculum

EYFS

Geography is taught in nursery and reception as an integral part of topic work through child initiated and adult led activities. To set the foundations for later learning in geography children are encouraged to:

- Develop curiosity and observational skills
- Describe the features of objects
- Looking at similarities, differences and changes
- Develop A sense of place
- Look at the living world around them
- Ask questions about their world
- Notice differences in environmental features
- Beginning to know about other people's cultures and beliefs through stories, music, movement, role-play, festivals and celebrations.

Key Stage 1

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.

Pupils should be taught to:

- Name and locate the world's continents and oceans
- Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas
- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non European country
- Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South poles.
- Use basic geographical vocabulary to refer to key physical and human features in the world
- Use world maps, atlases and globes
- Use simple compass directions and locational and directional language

Key Stage 2

Pupils should extend their knowledge and understanding beyond the local area and the United Kingdom to include 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 tools and skills to enhance their locational and place knowledge.

Pupils should be taught to:

- Locate the world's countries, using maps to focus on Europe and North and South America and concentrating on their environmental regions, key physical and human characteristics, countries and major cities
- Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics
- Identify the position and significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circles and time zones
- Understand geographical similarities and differences through the study of the human and physical geography of a region or area in the UK, a region or area in a European country and a region or area within North or South America
- Describe and understand key aspects of physical geography (including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle) and human geography (settlements, land use, economic activity, trade links and distribution of natural resources including energy, food, minerals and water supplies)
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Use the eight points of a compass, four figure grid references, symbols and keys
- Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, plans, graphs and digital technologies

Geography Curriculum Planning

At Manchester Muslim Preparatory School geography is taught discretely using the Rising Stars Scheme of work, adapted to suit the needs of our learners and school ethos. An overview of Geography topics is on the whole school curriculum map which also includes the corresponding National Curriculum statements.

Assessment and Recording

Assessment is an integral part of the teaching process and is used to inform planning and to facilitate differentiation. The assessment of children's work is ongoing to ensure that understanding is being achieved and that progress is being made. Knowledge Maps are used as part of the learning and assessment process with pupils regularly quizzed in order to embed sticky knowledge. Feedback is given to the children as soon as possible and marking work will be guided by the school's Marking Policy.

Monitoring

Monitoring takes place regularly through sampling children's work and teacher planning, through book scrutiny and lesson observations.

Roles and Responsibilities

The subject is led by the Humanities coordinator and each year time is set aside to review standards and monitor curriculum provision and ensure training and resources are up to date.

Resources

We have a wide range of artefacts as well as projectors or interactive boards to access the internet as a class. We have a class set of atlases, maps (world, city, European). Visits are planned regularly to enhance learning and give hands on activity. People with an interest or expertise in a particular topic or area of geography are invited into school to work with the children.

Equal Opportunities

We believe every child is entitled to a full, varied and balanced education, regardless of class, gender, race or disability. We endeavour to provide these experiences for all pupils including pupils with specific educational needs. To ensure this, teachers will:

- Refer to the various cultural backgrounds of the children when making cross curricular links.
- Give opportunities for different groupings, e.g. pairs, small groups, individual friendship and mixed gender.
- Ensure that all children's opinions, evaluations and judgments are valued and seen to be equally valid.
- Individual Support Plans will be used for children who have been identified as having special education needs and disabilities. Individual Support plans will be written in collaboration with the SENDCO. Work will be differentiated accordingly.

MMPS WHOLE SCHOOL TOPIC LIST - Geography

Year 1

Local area (What's it like where I live?)

Journeys around the world (What will we see on our journey around the world?)

Animals around the World (Where do different animals live?)

Year 2

What are seasons?

Where does our food come from ?

What are the seven wonders of the world?

Year 3

Where on earth are we?

Is climate Cool?

Do you like to be beside the seaside?

Year 4

Can you come on a great American road trip?

How does water go round and round?

Can the earth shake, rattle and roll?

Year 5/6 (2021/22)

What is it like in the Amazon?

How is our country changing?

Where should we go on holiday?

Year 5/6 (2021/22)

Where does all our stuff come from?

Are we Damaging Our World?

How will Our World Look In The Future?