

*Inspiring Learners For Life*

# Geography Policy

Policy Area: Curriculum & Pupil Related Matters

Key aim of the policy:

This policy outlines the aims and day to day organisation of the Geography curriculum for the school.

HATFIELD PEVEREL INFANT SCHOOL

October 2021



EFFORT RESPECT INDEPENDENCE COMMUNICATION

# **Hatfield Peverel Infants School**

## **Geography Policy**

This document is a statement of the aims, principles and strategies for the teaching and learning of Geography in the Foundation Stage and Key Stage 1.

### **Statement of Intent**

We aim to develop children's experiences and understanding of geography, inspiring and igniting their curiosity about their local environment and the wider world. We celebrate diversity and cultural difference to enrich their own lives.

### **Aims**

We aim for all pupils:

- To stimulate interest and a sense of wonder in the world around us
- To study people and places and to understand how they relate to each other
- To develop an understanding of their locality and culture as well those of others through the study of other places
- To help children develop an awareness of the environment and their responsibility to care for it
- Develop children's geographical understanding and ability in specific geographical skills
- To show the children how to use a variety of geographical resources.
- Help children gain and develop the skills and confidence to investigate, problem solve and make decisions.
- Develop a sense of identity by learning about the United Kingdom and its relationship with other countries

### **Principles for the teaching of Geography**

The foundations for geographical understanding will be developed through:

- The use of maps, atlases and photographs to locate and study places
- Looking at the physical and human features of places
- Comparing places through similarities and differences
- Investigating how places are changing and the factors behind this
- Developing empathy for people living in different places
- Developing Geographical language.

### **Through Geography we can also:**

Improve pupils' skills in literacy, Science and ICT

Develop pupils' thinking skills

Promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues

Develop pupils as active citizens.

## Expectations

During the foundation stage children in reception will work towards the geographical aspects of the Early Learning goals for knowledge and Understanding of the World.

We teach Geography in reception class as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the geography side of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. Geography makes a significant contribution to developing understanding of the world and 'the people and communities' strand of PSE. The children are engaged through planned activities and continuous provision. This encourages them to explore geographical concepts and through discovering the meaning of vocabulary in relation to their own lives.

By the end of Year 1, most children will be expected to:

- Know that I live in England and that this country is part of the UK
- To name, locate the 4 countries which make up the British Isles.
- To know that countries have capital cities.
- Be aware of local weather patterns associated with different seasons
- To know that weather is different to where you are in the world.
- To understand how some places are linked to other places e.g. roads, trains.
- To compare and contrast two UK locations (e.g. seaside and farm).
- To use locational and directional language [for example, near and far; left and right], to describe the location of features and routes. (e.g. BeeBots)
- To use simple observational skills to study the geography of the school and its grounds.
- To suggest ideas for improving the school environment.
- To use and make simple maps of the local area e.g. large scale, pictorial.
- To understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country

By the end of Year 2, most children will be expected to:

- To name and locate the world's seven continents and five oceans.
- To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
- To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Chelmsford), and of a small area in a contrasting non-European country (e.g. Delhi/topic place).
- To identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles (e.g. look at why patterns are starting to become less common due to global warming).
- To 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  
key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
- To 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
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

### **Teaching styles in Geography**

Geography is taught by the class teacher. In reception Knowledge and understanding of the world is taught through stories, festivals, practical or physical visits, through play and in discrete sessions. In Key Stage One teaching is topic based and dependent on topic is either timetabled weekly or blocked together in half termly units. This enables teachers to adopt a more flexible approach to the teaching of Geography, allowing opportunities for field work and outside visitors. Learning is planned both in discrete sessions and through the provision during 'learning choices' in Year 1 or independent learning in Year 2. This means the children can independently and creatively interact with the resources provided.

For children in the Foundation Stage Geography is developed through the learning area of 'Knowledge and Understanding of the World' (see Early Years policy).

We encourage pupils to take an active role in their learning and provide opportunities for children to develop the key skills of communication as well as improve their own learning performance.

Geography is celebrated throughout the school through displays. In the summer term 'Around the World' assemblies promote Geography throughout the whole school.

### **Planning in our school**

Based on the aims and objectives set out in the National Curriculum, we ensure that these are covered throughout our Geography planning and our skills progression maps. Activities are put in place and sequenced so that progression is shown throughout the school.

### **Assessment and monitoring**

Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so we can take some additional or different action to enable pupils to learn more effectively.

We assess children's work in Geography by making informal judgements as we observe them during each Geography lesson. On completion of a piece of work, the teacher marks the work and comments as necessary. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. Termly subject trackers are then completed each term to identify if pupils are working towards, expected of above the expected level.

Monitoring geography within the school and the progress of the children, is carried out by a number of staff members ranging from the Geography subject leader, classroom teacher, LSA's, and the head teacher.

The Geography leader keeps samples of children's work in a portfolio and photos are uploaded to tapestry. The work of the Geography leader involves supporting colleagues in the teaching of Geography and providing a strategic lead and direction for the subject in school. Monitoring of Geography takes place throughout the school by:

- Observations of individual lessons
- Discussion with both adults and children
- Looking at classroom displays
- Observation of children's work.
- Assessment of pupils work and achievement

- Planning analysis

### **Special Educational Needs**

At our school we teach Geography to all children, whatever their ability. Geography forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our Geography teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. The Geography subject leader is aware of the SEN needs throughout the school and is responsible for ensuring that required adaptations are made.

### **Resources**

There are sufficient resources at this time for all teaching units in the school. We keep these resources in a central store. Additional resources are kept in the Geography drawers located in the main corridor. As part of their geographical work, all children have the opportunity to access ICT and a variety of data, such as maps, camera's, tuffcams, google maps, and interactive globes. They also have opportunities to use the following resources: globes, maps, atlases, pictures, photographs and Ariel photographs, compasses, measuring equipment, cameras, books and games.

**K McGaughey 2021**