

# **Bushfield Road Infant School**



## **Geography Policy**

**Policy Reviewed: Autumn 2021**

**Next Review: Autumn 2022**

## Geography Intent

Here at Bushfield Road Infant School we believe that Geography should inspire children with a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. The curriculum is planned and sequenced so that new knowledge and skills build on prior learning, and is incorporated across the curriculum where possible.

In the Foundation Stage children will develop a wider knowledge and understanding of the world around them. They'll learn through first-hand experiences to explore, problem solve, predict, think critically, make decisions and talk about the people, objects and changes in their environments.

As they progress through Key Stage One, children will develop their knowledge and understanding about the United Kingdom, their own locality and the world. They should understand basic subject specific vocabulary and begin to use geographical skills. They will learn how to use maps, atlases and globes, as well as compass directions. The children will also study seasonal and daily weather patterns in the United Kingdom, as well as hot and cold areas of the world in relation to the Equator and the North/South Poles.

## Introduction

Through the teaching of Geography we are preparing our children for living and working in a rapidly changing international society. The Geography curriculum is planned around the vision that "geography education should 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 natural and human environments, together with a deep understanding of the Earth's key physical and human processes (Geography Programmes of study, National Curriculum in England, September 2013).

Geography is learning

- from the real world
- about the real world
- in the real world

### Aims

The aim of this policy is to clarify to staff, parents, governors and pupils how Geography is taught at this school.

The school aims to provide an education that will:

- help children to enjoy Geography and geographical enquiry;
- foster children's sense of wonder at the beauty of the world around them;
- help children to develop an informed concern about the quality of the environment and the future of the human habitat;
- stimulate children's interest in their surroundings and in the variety of physical and human conditions on the earth's surface;
- enhance children's sense of responsibility for the care of the earth and its people;

- encourage children to engage in an enquiry approach to Geography;
- develop in children an awareness of place both near and far;
- promote understanding of what it means to live in one place rather than another

### Objectives

The children should:

- develop an awareness of the quality of their environment and the factors which affect it
- begin to understand that they are part of a community, a country and a world
- develop an appreciation of the many lifestyles in Britain and abroad, which reflect a variety of cultures and have developed positive attitudes towards different communities
- begin to have an awareness and appreciation of the environment
- appreciate the variety of physical and human conditions on the earth
- develop a bank of geographical skills, including geographical vocabulary, fieldwork skills, using and making maps, and following directions
- develop an ability to ask questions about places and to seek answers through observations and deductions
- be familiar with the close neighbourhood of the school, both its physical and human features
- have some knowledge of a contrasting locality
- become accustomed to working outside the classroom and beyond the school site

### Curriculum coverage in Foundation Stage

The Reception Year classes follow the Early Years Foundation Stage (EYFS) curriculum guidance, as well as 'Development Matters.' Geographical activities are derived predominantly from the Knowledge and Understanding of the World area of learning although many of the Personal, Social and Emotional Development and Communication and Language statements also apply. Therefore many of the basic skills, knowledge and understanding which are important for geography are developed through cross-curricular activities. Specific geography tasks are either planned, and these focused tasks led by an adult, or they are child-initiated i.e. the child chooses to work in the indoor/outdoor learning environment with geographical resources provided. We also develop our understanding of the wider world in Nursery through our All About Me and My family theme, where each child shares with the class the things that make them unique and link them to the wider world.

### Curriculum coverage in Key Stage 1

At Key Stage 1 the Scheme of Work has been developed from the National Curriculum Programmes of Study for Geography, from the New Primary Curriculum 2014, detailed in the Curriculum Coverage document separate to this policy.

### The Rationale for the selection of content

In Key Stage 1 the Geography curriculum should allow children to;

- develop knowledge about the world, the United Kingdom and their locality

- learn vocabulary relating to human and physical geography
- begin to use geographical skills (including first-hand experience, to enhance their locational awareness)

Pupils will be taught:

- Locational knowledge;
- Place knowledge;
- Human and physical geography;
- Geographical skills and fieldwork.

### Planning and Assessment

At the Early Years Foundation Stage the planning shows opportunities across the curriculum for Geography-based activities. The children's skills, knowledge and understanding will be assessed against 'Development Matters,' and the Early Years Learning Goals (predominantly within 'Understanding the World'). These are recorded in the child's EYFS Profile.

At Key Stage 1 the topic based planning specifies the objectives to be taught within that term. Weekly 'topic' plans will show how these objectives will be delivered and developed through defined activities. Children's progress and attainment is tracked against age-related expectations. Children are provided with the opportunity to self-assess each piece of work against the objectives before Teacher assessment is done. This allows children to take ownership of their work and to ensure they understand the lesson targets clearly.

### Cross curricular opportunities

Speaking and listening, and reading and writing are essential for the processes of finding out about, and communicating an understanding of Geography and therefore there are very obvious links with English. The planning also provide opportunities for children to develop mathematical skills, particularly during fieldwork and the use of maps. Children work with numerical data, which relate to real situations. Often they will have collected the data themselves. Other subjects, especially Science, History, Art and ICT have strong links with Geography which can be identified in lesson plans.

### Teaching and Learning Strategies

The use of ICT Opportunities for the use of ICT, which enhance children's learning of Geography and links with ICT, are indicated in the planning. ICT facilities and features support teaching and learning, such as Internet sources of information and appropriate software. Children often use iPads to support their research in Geography lessons. The use of ICT can help children's learning in Geography:

- by enhancing their skills of geographical enquiry;
- by providing a range of information sources to enhance their geographical knowledge;
- by supporting the development of their understanding of geographical patterns and processors;
- by providing access to images of people, places and environments;
- by contributing to pupil's awareness of the impact of ICT on the changing world

## Health and Safety

Risk assessments are completed, and reviewed on a yearly basis, for any off-site activity as well as any extra-curricular on-site visitors/activities. Refer also to Health and Safety Policy.

## Homework

Homework for Key Stage 1 children include some activities for geography-based enquiry. Additional geographical activities are given to children when they are chosen to take the Healthy Home Challenge character home, e.g. Go on a woodland walk and draw any features that you see.

## The working environment

Children are encouraged to record their work in a variety of ways according to the task in hand. They work in a stimulating environment, using displays, interactive whiteboards, etc. to achieve positive results. They are often given opportunities to work together and to demonstrate the use of the School's Enterprise Skills. Fieldwork is also an important part of teaching and learning in Geography. The immediate local environment is used, such as the playground, the area around the school site and Central Park.

## Role of the TA

Teaching assistants see the plans at a designated time each week and assist the teacher to carry out the lesson successfully, working with groups or individuals where necessary.

## Resources



Geography resources are kept in the main storage room or the one down the main corridor and some are kept in themed boxes and trays. There are also thermometers, World and UK maps, a number of sets of atlases, map books and other text books. Teachers also use the interactive white board for maps, pictures, and information etc. The children have access to a wide range of books, both fiction and non-fiction, on human and physical geography and cultural themes. These are available in the school library and in the class book corner. Information can also be accessed from the internet. Children are also encouraged to bring in their own topic books to share with the class.

### Supporting and challenging all learners

#### Special Educational Needs and Disabilities (SEND)

For children with special needs, tasks may have to be broken down into small steps, giving them achievable goals, and activities should reinforce the pupil's understanding of content covered previously. In this way all children will be enabled to achieve their full potential. Bushfield Road Infant School is committed to promoting Disability Equality and equality of opportunity for pupils with learning difficulties. When planning and teaching Geography staff will make reasonable adjustments to promote equality of opportunity for disabled and nondisabled pupils. This could include;

- allocating adult support
- providing additional support materials (e.g. visual aids such as photographs, Makaton symbols, concept boards, Communication in Print resources)
- providing alternative resources (e.g. adapted scissors or other tools which are easy to manipulate, use of alternative materials for pupils with sight or hearing difficulties)

- modifying tasks (e.g. working on the same objectives but with an alternative choice of media, recording work in different ways such as with a digital camera/ verbally/ with a tape-recorder)
- specially adapted transportation for fieldtrips

### English as an Additional Language (EAL)

Pupils for whom English is an additional language will be supported in accessing the Geography curriculum. The class teacher is responsible for ensuring that weekly plans are adapted according to the child's needs. Extra support is available from EMTAS (Ethnic Minority Achievement Service).

### Able, Gifted and Talented

Differentiation, including provision for Gifted and Talented children, is included in the Geography lesson plans. Within each year group all children would be expected to follow the same core studies but differentiation means that some children will be extended beyond it. As in all other subject areas, the needs and abilities of the individual child would be taken into account.

### Celebrating Cultural Diversity and Promoting Community Cohesion

#### Celebrating cultural diversity

Geography is open to all children, of whatever age, gender, ethnic origin, ability and social background because it engages children in real questions, issues and problems, and is concerned with the real world and real people within it. Care is taken to avoid cultural or gender stereotyping when selecting resources and planning activities. Cultural diversity is explored and celebrated through studies of

other countries and cultures. Children also have the opportunity to take home the class fruit soft toy as part of the Healthy Home Challenge and record their experiences. This encourages children to share their knowledge of different places and culture within families, as well as identifying different locations.

### Community Cohesion

Parents and other adults in the community with a background/experience in Geography issues or experience of contrasting localities are encouraged to share their knowledge and experience with the children in relation to each geography topic. Teachers explore opportunities for making visits within the local environment (e.g. trips to the post-box to send letters to the class in Nursery).

### Curriculum enrichment

#### Visits/visitors/fieldwork/enrichment

Wherever possible, first hand experiences are provided either in the immediate locality of the school, the local neighbourhood or the wider area; for example map work and a study of the local area in the school locality. We also enhance learning about Geography by visits to a local country park, Normanby Hall, in EYFS, Lincoln Castle in Year 1 and Cleethorpes in Year 2.

### Monitoring and Evaluation

The Subject Leader is responsible for monitoring and evaluating teachers' planning, resourcing, provision and identification of priorities within the subject. In addition the teachers carry out a weekly evaluation of geography through their written planning

assessment. Geography is reviewed annually and an action plan is established. The Subject Leader along with the Governors and Senior Leadership team are responsible for evaluating standards of children's achievement each year, including those identified as Able, Gifted and Talented. Outcomes of monitoring and evaluation, together with any statutory changes in the National Curriculum or new national/local initiatives, will inform the review of the policy by the Geography Subject Leader.