

Geography Policy

Through Geography, we aim to inspire in our children an interest and curiosity about the world and its people. Our children will develop their knowledge about the world, the United Kingdom and our locality of Galley Common. They will develop their understanding and use of basic subject-specific vocabulary relating to both human and physical geography. They will begin to use geographical and fieldwork skills to enhance their locational awareness.

Within **Foundation Stage** we aim to ensure that all children:

Understanding the world:

- Recognise some similarities and differences between life in this country and life in other countries.
- Draw information from a simple map.
- Explore the natural world around them.
- Recognise some environments that are different to the one in which they live.

ELG: Understanding the world- People, cultures and communities

- Describe their immediate environment using knowledge from observations, discussion, stories, non-fiction texts and maps.
- Explain some similarities and differences between life in this country and like in other countries.

ELG: understanding the world- The Natural world

- Know some similarities and differences between the natural world and the world around them and contrasting environments, drawing on their experiences and what's has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons.

The **Key Stage 1** National Curriculum for Geography aims to ensure that all children:

- develop contextual knowledge of the location of globally significant places, including their defining physical and human characteristics.
- develop geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork
 - interpret a range of sources of geographical information, including maps, atlases, globes and aerial photographs
 - communicate geographical information in a variety of ways, including through maps, numerical skills and writing.

Teaching and Learning Styles

We use a variety of teaching and learning styles in our Geography focused sessions. We encourage children to ask as well as answer geographical questions. Children take part in role-play, discussions and problem solving activities and they present findings to the rest of the class.

We offer them the opportunity to use a variety of data, such as maps, graphs, pictures, and aerial photographs, and we enable them to use IT including the internet in Geography focused sessions, where this serves to enhance their learning.

We aim to provide engaging experiences linked to the different countries that are being studied, for example, through dance, music and food.

We aim to include as many opportunities as we can to involve children in practical geographical research and enquiry using our local environment.

We aim to ensure that learning opportunities are suitable for all children to access, this may include setting open-ended tasks, grouping children in different ways, providing a variety of resources and using adult support.

Implementation

We teach Geography in our Reception classes as an integral part of the topic work covered during the year. As the Reception classes are part of the Foundation Stage, we relate the geographical aspects of the children's work to the objectives set out in the Development Matters in the Early Years Foundation Stage document which underpins the curriculum planning for children from birth to five.

Geography makes a significant contribution to developing the children's knowledge and understanding of the world through activities related to exploring their local environment. Walks around the school grounds and village support children's awareness of their local environment and the world they live in. Children also visit Hartshill Hayes Country Park, walks around the local village, Kingsbury Water Park and a working farm which stimulate activities and investigation in Geography. Children become familiar with features of their immediate and local environment and have the opportunity to use and create simple map representations. They use photographs, maps, atlases and globes as resources.

Parents are informed through topic overviews that are sent home. Through the Tapestry online learning journal, parents are able to see key learning experiences for their child. Geographical content will be highlighted through the addition of assessment statements from 'The World' strand of the Development Matters in the Early Years Foundation Stage document.

In Key Stage 1, the National Curriculum for Geography is the basis for our planning. We ensure that we make use of the school grounds and surrounding environment in our fieldwork and we also choose localities where the human activities and physical features provide a contrast to those that predominate in our own immediate locality.

Our curriculum planning is in three phases (long-term, medium-term and short-term). Our long-term plan outlines the topic themes within each term and ensures that a broad range of cross curricular topics is taught.

The Curriculum Map is our medium-term plan that shows which topics have a geographical focus and which have cross curricular links to Geography. It then outlines the content to be covered.

Key Stage 1 class teachers collaboratively create the short-term plans for lessons. These plans list specific learning objectives for each lesson and detail how the lessons are to be taught. The Good Geographer poster is used to highlight to the children which Geography skills they are developing in sessions.

Parents are informed through topic overviews that are sent home. Parents are also engaged through homework projects and any whole school projects.

The Contribution of Geography to Teaching in other Curriculum Areas

Geography has clear links with English particularly regarding the recording and communicating aspects of the subject. It has links with Maths regarding the use of geographical skills – maps, graphical data and compass points. Geography has strong links with Science and Art including studying the seasonal and daily weather patterns and through fieldwork within our school grounds and the surrounding environment.

Computing is used, where appropriate, to enhance geographical learning. Children may use IT when researching, to develop knowledge of direction and position and in terms of recording and presenting data. Children have the opportunity to use digital cameras in their fieldwork too.

Geography contributes to the teaching of Personal, Social and Health Education and Citizenship. Children learn about their school grounds and the surrounding environment and through this we aim for children to become more aware of the effect they can have on their immediate environment.

When teaching Geography we aim to contribute to Spiritual, Moral, Social and Cultural development. We aim for children to begin to recognise the importance of caring for the environment and to be motivated to actively care for their environment. We have Eco-Warriors in each Key Stage 1 class that focus on local and global issues. Children discuss and compare environments and consider different ways of life. We aim for this to contribute towards our children developing an appreciation of other cultures and in developing tolerance and respect for others and their way of life.

Teaching Geography to Children with 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. Our Special Needs policy sets out the ways in which we identify, assess and support pupils with special educational needs across the whole curriculum. We enable pupils to have access to the full range of activities involved in learning Geography. Where children are to participate in activities outside the classroom, for example, on local walks around the village or an educational visit further away, we arrange a pre-visit by a member of staff and then carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Impact

We assess the children's work in Geography by making informal judgements as we observe the children during lessons.

In Reception, we observe the children and may record observations on a class cube sheet or may add observations to the Tapestry online learning journal at the end of reception a summative assessment is completed.

In Key Stage 1, observations are recorded on class cube sheets which are then kept in class assessment folders.

A summative judgement is made at the end of each year which is RAG rated. The subject leader then analyses group data.

Once the children complete a piece of work, we mark and comment as appropriate. Geography is part of the Key Stage 1 Assessment Cycle. Assessments are used to generate next steps which then inform future planning.

Resources

We have sufficient resources in our school to be able to teach the Geography content. We keep these resources in topic themed storage boxes. We also keep a collection of maps and atlases. In the library we have a supply of Geography topic books. We also make use of a collection of websites.

Monitoring and review

The Geography curriculum team leader is responsible for monitoring the standard of the children's work and the quality of teaching in Geography. The Geography curriculum team leader is also responsible for supporting colleagues in the teaching of Geography, being informed about current developments in the subject, and providing a lead and direction for the subject in the school. The Geography curriculum team produce an action plan when Geography is the subject in focus for the team, which evaluates the strengths and weaknesses in the subject and indicate areas for further improvement. The team takes time to monitor Geography through planning and work trawls, visiting classes to observe teaching, pupil interviews and environment walks.

Signed:

Date: **September 2021**

Review due September 2023

Appendix 1 Progression of Skills Geography

GALLEY COMMON INFANT SCHOOL PROGRESSION OF SKILLS : GEOGRAPHY

Aims and Objectives

Through Geography, we aim to inspire in our children an interest and curiosity about the world and its people. Our children will develop their knowledge about the world, the United Kingdom and our locality of Galley Common. They will develop their understanding and use of basic subject-specific vocabulary relating to both human and physical geography. They will begin to use geographical and fieldwork skills to enhance their locational awareness.

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We offer them the opportunity to use a variety of data, such as maps, graphs, pictures, and aerial photographs, and we enable them to use IT including the internet in Geography focused sessions, where this serves to enhance their learning.

We aim to provide engaging experiences linked to the different countries that are being studied, for example, through dance, music and food.

We aim to include as many opportunities as we can to involve children in practical geographical research and enquiry using our local environment.

We aim to ensure that learning opportunities are suitable for all children to access, this may include setting open-ended tasks, grouping children in different ways, providing a variety of resources and using adult support.

YEAR	Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
R	<p>I can show an awareness of my immediate locality</p> <p>Find out about and identify features in the place they live and in the natural world.</p> <p>Find out about their environment and talk about those features they like and dislike. Use appropriate words, e.g. 'town', 'village', 'road', 'path', 'house', 'flat', 'temple' and 'synagogue', to help children make distinctions in their observations.</p> <p>Draw information from a simple map</p> <p>Recognise some environments which are different to the one they live.</p>	<p>Identify seasonal patterns – focusing on plants and animals.</p> <p>Explore their local environment and talk about the changes they see.</p> <p>Talk about the similarities and differences between them and their friends and well as looking at photos of children and places around the world.</p> <p>Describe their immediate environment</p> <p>Explain some similarities and differences between life in this country and other countries.</p>		<p>Observe and identify features in the place they live and the natural world-including seasons, drawing on their experiences and what they have read in class</p> <p>Find out about their environment and talk about features they like and dislike.</p> <p>Examine change over time. Pose carefully framed open-ended questions, such as "How can we...?" or "What would happen if...?".</p>
1	<p>Can they say what they like about their locality?</p> <p>•Can they sort things they like and don't like?</p>	<p>Can they tell someone their address?</p>	<p>Can they begin to explain why they would wear</p>	<p>Can they identify the four countries making up the United Kingdom?</p> <p>•Can they name some of the main towns</p>

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	<ul style="list-style-type: none"> •Can they answer some questions using different resources, such as books, the internet and atlases? •Can they think of a few relevant questions to ask about a locality? •Can they answer questions about the weather? •Can they keep a weather chart? 	<ul style="list-style-type: none"> •Can they explain the main features of a hot and cold place? •Can they describe a locality using words and pictures? •Can they explain how the weather changes with each season? •Can they name key features associated with a town or village, e.g. 'church', 	<p>different clothes at different times of the year?</p> <ul style="list-style-type: none"> •Can they tell something about the people who live in hot and cold places? •Can they explain what they might wear if they lived in a very hot or a very cold place? 	<p>and cities in the United Kingdom?</p> <ul style="list-style-type: none"> •Can they point out where the equator, north pole and south pole are on a globe or atlas?
2	<ul style="list-style-type: none"> •Can they label a diagram or photograph using some geographical words? •Can they find out about a locality by using different sources of evidence? •Can they find out about a locality by asking some relevant questions to someone else? •Can they say what they like and don't like about their locality and another locality like the seaside? 	<ul style="list-style-type: none"> •Can they describe some physical features of their own locality? •Can they explain what makes a locality special? •Can they describe some places which are not near the school? •Can they describe a place outside Europe using geographical words? •Can they describe some of the features associated with an island? •Can they describe the key features of a place, using words like, beach, coast forest, hill, mountain, ocean, and valley? 	<ul style="list-style-type: none"> •Can they describe some human features of their own locality, such as the jobs people do? •Can they explain how the jobs people do may be different in different parts of the world? •Do they think that people ever spoil the area? How? •Do they think that people try to make the area better? How? •Can they explain what facilities a town or village might need? 	<ul style="list-style-type: none"> •Can they name the continents of the world and find them in an atlas? •Can they name the world's oceans and find them in an atlas? •Can they name the major cities of England, Wales, Scotland and Ireland? •Can they find where they
Greater Depth	<p>Can they make inferences by looking at a weather chart?</p> <ul style="list-style-type: none"> •Can they make plausible predictions about what the 	<ul style="list-style-type: none"> •Can they find the longest and shortest route using a map? •Can they use a map, 	<ul style="list-style-type: none"> •Can they explain how the weather affects different people? 	<ul style="list-style-type: none"> •Can they locate some of the world's major rivers and mountain ranges? •Can they point out the North, South,

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	weather may be like in different parts of the world?	photographs, film or plan to describe a contrasting locality outside Europe?		East and West associated with maps and compass?
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