

Henry Bradley Nursery & Infant School Geography Policy

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1	14/02/2014	Headteacher
2	16/04/2016	Clare Burns/Cliff Hadley
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4		To be reviewed June 2020

Purpose of study

A high-quality 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. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places - both terrestrial and marine - including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of 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, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

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:

Locational knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography

- 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
- 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

Geographical skills and fieldwork

- 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

Teaching and learning style

We use a variety of teaching and learning styles in our Geography lessons. Whole class sessions are combined with group work which is age-appropriate and encourages enquiry and discussion. We offer the children the opportunity to use a variety of materials such as maps, pictures and aerial photographs, and they are able to use I.T. in lessons where this serves to enhance their learning. Children take part in role-play and discussions, and they present reports to the rest of the class or school. Wherever possible, we involve the children in 'real' geographical

activities, for example research of a local environmental problem, or use of the Internet to investigate a current issue.

We recognise the fact that there are children of widely different abilities in all classes, and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, some children not completing all tasks;
- grouping children by ability in the room, and setting different tasks to each ability group;
- providing resources of different complexity, according to the ability of the child;
- using classroom assistants to support the work of individual children or groups of children.

Geography curriculum planning

Our curriculum planning is in three phases (long-term, medium-term and short-term). Our long-term plan maps the Geography topics studied over a year for each year group in KS1. The subject coordinator has sight of each year group plan and the children study Geography topics in conjunction with other subjects, some topics having a particular Geographical focus .

Evaluating geography key stage plans and units

Medium term plans detail work for each term. The Co-ordinator reviews these plans with colleagues on a regular basis

Each class teacher creates a plan for each lesson. These plans list specific learning objectives and expected outcomes for each lesson. The class teacher keeps these individual plans, and discusses them with the Geography Co-ordinator on an informal basis.

We plan the topics in Geography so that they build on prior learning. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the scheme of work, we offer them an increasing challenge as they move up the school.

The Foundation Stage

We teach Geography in Nursery and Reception classes as an integral part of the topic work covered during the year. We relate the Geographical aspects 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 the development of each child's Knowledge and Understanding of the world, through activities such as collecting postcards from different places, singing songs from around the world, or investigating what makes a 'good' playground.

Geography and inclusion

At our school we teach Geography to all children, whatever their ability and individual needs. Geography implements the school curriculum policy of providing a broad and balanced education to all children. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, EAL (English as an Additional Language) & FSM (Free School Meals). We enable all pupils to have access to the full range of activities involved in learning

Geography. Where children are to participate in activities outside the classroom, such as a visit to a river, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Assessment for learning

Children demonstrate their ability in Geography in a variety of different ways. Younger children might, for example, dress up in costumes from different parts of the world, whilst older pupils might produce a display of their work on planning better use of the school field. Teachers will assess children's work by making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work and uses this information to plan future learning. Written or verbal feedback is given to the child to help guide his or her progress. Children are encouraged to make judgements about how they can improve their own work. Staff assess work in Geography against objectives and success steps identified and shared with the children.

Resources

There are resources for aspects of Geography teaching in the school. We keep these resources in a central store where there is a box of equipment for a selection of topics. In the library we have a supply of Geography topic books and Big Books. A range of educational software is available to support planning and classroom activities. Class teachers also retain some equipment for their own use within their classroom, such as Barnaby Bear and Globes and maps. The co-ordinator has a budget to use to provide additional resources to supplement existing ones where needs are identified.

Fieldwork

Fieldwork is integral to Geography teaching, and we include as many opportunities as we can to involve children in practical Geographical research and enquiry.

At Henry Bradley all the children carry out an investigation into the local environment, and we give them opportunities to observe and record information around the school site and local area. School visits also contain aspects of the Geography curriculum which may be a focus of planning.

Monitoring and review

The co-ordinator is responsible for monitoring the standard of the children's work and the quality of teaching in Geography. S/he is responsible for cataloguing and supplementing resources. The co-ordinator is also responsible for supporting colleagues in their teaching, for being informed about current developments in the subject, and for providing a strategic lead and direction for Geography in the school.