



Elmwood Infant and Nursey School



Geography Policy

Article 28: Every child has the right to an education.

Article 29: Education must develop every child's personality, talents and abilities to the full.

Article 30: Every child had the right to learn and use the language, customs and religion of their family.

Date policy agreed: Spring 2019

Review date: Spring 2022

Introduction

The aim of geography teaching at Elmwood Infant and Nursery School is to stimulate the children's interest and understanding about the lives of people and the different places in which they live. Children learn how our environment affects all aspects of our lives, and also how the way we live affects our environment. Through geography, it is possible to encourage and develop the wonder children have about the world in which they live. By sharing the experiences of children and families through observation, questioning and investigations children begin to develop an understanding of the environment in which we live, and knowledge of geographical features around the world.

Aims

- To encourage children to explore their immediate surroundings and recognise the ways in which land and buildings are used in the area.
- To learn that the local environment has attractive and unattractive features and to appreciate that environments change for better and worse.
- To teach children geographical vocabulary so that they are able to use correct geographical terms to identify features in the environment.
- To learn that we can follow directions to find a route or place and develop an understanding of such concepts as distance and direction.
- To develop fieldwork skills and find out things for themselves through investigation and enquiry.
- To observe and record aspects of the local environment.
- To use sources other than first-hand experience to obtain geographical information.
- To develop skills of interpreting maps and pictures.
- To recognise that people live in different localities, an area, which for them is home.
- To recognise physical features of a contrasting locality.
- To recognise human features of a contrasting locality.
- To consider the effects of weather on people's lives.
- To notice similarities and differences between different localities.
- To develop a knowledge and appreciation of other cultures

Geography Curriculum Planning

We place an emphasis on using the primary sources that are around us. Children will study geography through first hand experiences as they observe and investigate features of their local environment e.g. shops, church, the park etc. and people who live and work in the locality. When children are to be taken on a site visit a risk assessment is completed before any visit.

Early Years Foundation Stage (EYFS)

In the Foundation Stage, geographical study is taught within 'Knowledge and Understanding of the World'. We start from the children's own experiences and by looking at their immediate surroundings e.g. their home and the school environment. From this, they develop a sense of place, become interested in the natural world, find out about their

local area and identify what they like and dislike. Using lots of exploration and investigation our children learn to respect and value the world in which we live.

Key Stage 1

We use the National Curriculum (2014) as the basis for our curriculum planning in Geography. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and we build planned progression into the scheme of work so that the children are increasingly challenged.

We carry out curriculum planning in three phases (long-term, medium-term and short-term). The long-term plan maps the geography topics studied in each term during KS1. Our medium-term plans give details of each unit of work for the term. Class teachers then adapt the short term plans to meet the needs of their class. We plan the topics in Geography so that they build upon 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.

In Key Stage 1 we ensure pupils are taught:

- To make observations about where things are located and about other features in the environment
- To recognise changes in physical and human features
- To develop their knowledge and understanding of environmental change
- Recognise how the environment may be improved and sustained

During Key Stage 1, pupils develop their:

- Location knowledge – naming and locating continents and oceans
- Place knowledge – understanding the similarities and differences
- Human and physical geography – identifying weather patterns
- Geographical skills and fieldwork – using world maps, atlases and globes

The Contribution of Geography to Other Subjects

English

Geography contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening, which includes drama. Children use geographical language to describe and interpret their surroundings, e.g. hills, river, woodland, town, city. They will be helped to develop investigative and enquiry skills, discuss and ask questions such as, 'Why do you think this happened?' and 'Have you noticed?' Children will be helped to collect evidence, answer questions and report their findings, aiding oracy skills.

Mathematics

Geography teaching contributes to the teaching of mathematics in a variety of ways. For example, children learn to interpret and use block graphs and pictograms to represent data, use simple coordinates on a map and read thermometers when studying weather and climate.

Computing

We use ICT in Geography teaching where appropriate. Children use ICT in geography to enhance their skills in data handling and in presenting written work. They have access to computers and I pads to research information using the Internet and have the opportunity to use the digital cameras to record and use photographic images.

Personal, social and health education (PSHE) and RRS

Geography contributes significantly to the teaching of personal, social and health education and children's rights (RRS). Children are taught what constitutes a healthy lifestyle and how they can achieve this living in the Elmwood Infant and Nursery area. They are taught to be aware of safety issues, especially when on trips and visits. When learning about the lives of people and the different places in which they live, they show respect for others.

Spiritual, Moral, Social and Cultural Development

Children learn to appreciate the area that they live in, noting the attractive features of their environment, but also becoming aware of the ways in which can improve their locality. Children learn to work effectively with each other in the classroom and off site visits. Geography helps them to learn how to function effectively in a multi-racial, multi-cultural society.

Equal Opportunities and Inclusion

At Elmwood we recognise the fact that in all classes there are children of different abilities in geography and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We carefully plan, monitor and assess to ensure all of our pupils feel valued. Geography forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our 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.

We achieve this by:

- use of open-ended tasks that can have a variety of responses;
- use of hot, boiling hot and on fire to allow children to select the level of challenge they want to work at;
- providing resources of different complexity depending on the ability of the child;
- incorporating ICT within the lesson;
- using classroom assistants to support children individually or in groups;
- providing different learning opportunities, such as dance, drama, role play, literacy.

Assessment and Recording

- In the EYFS, assessment will focus on teacher observations and recordings.
- In Key Stage 1 we assess children's work in geography by making informal judgements as we observe them during each lesson. On completion of a piece of work, the teacher marks the work and comments in line with our school's marking policy. At the end of unit of work in geography teachers record which children are working below, at or beyond age related expectations. During the year across the foundation subjects children are provided with the opportunity to complete pupil voice sheets, recording what they have learnt over a topic. End of year report provide parents / carers with feedback on their child's progress and engagement in geography.

Resources

There are sufficient resources for all geography units taught in the school, which are updated regularly.

Monitoring and Review

Monitoring of the standards of children's work and of the quality of teaching in geography is the responsibility of the Geography subject leader. The work of the geography subject leader also involves supporting colleagues in the teaching of geography, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The geography subject leader provides an evaluation of the strengths and weaknesses in the subject and indicates areas for further improvement.