

RIVERVIEW INFANT SCHOOL



Geography Policy

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Geography Policy

Riverview Infant School Geography Policy

Vision

'Growing together for the future'

Ethos & Common purpose

'All children will reach their academic and personal potential irrespective of gender, race, disability or background'

Rationale for Geography

Geography is an essential part of the curriculum, it provides a means of exploring, appreciating and understanding the world in which we live and how it has evolved. Geography explores the relationship between the Earth and its people through the study of place, space and environment. It contributes to the cultural, social, spiritual and moral life of children as they acquire knowledge of a range of different cultures and traditions, and learn tolerance and understanding of other people and environments. Geography is the subject in which pupils learn the skills of understanding a locality and how and where people fit into its overall structure. Developing geographical skills is essential as children live in a world that is wide open to them. With opportunities to travel and work in different cities and countries across the world, pupils need to use efficiently maps, charts and other geographical data. The opportunities for the children to carry out geographical enquiry are also of value.

"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 framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time".

(National Curriculum Document 2014)

Aims

The aims of geography are:

- To stimulate children's interest in their surroundings and develop a knowledge and understanding of the physical and human processes which shape places.
- To increase children's knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country.
- To provide learning opportunities that enthuse, engage, and motivate children to learn and foster a sense of curiosity and wonder at the beauty of the world around them.

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- To encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means, including promoting the global curriculum.
- To make sense of their own surroundings through learning about their own locality and the interaction between people and the environment.
- To develop the geographical skills, including how to use, draw and interpret maps of different scales, and the vocabulary necessary to carry out effective geographical enquiry.
- To be able to apply map reading skills to globes and atlas maps and identify geographical features.
- To formulate appropriate questions, develop research skills and evaluate material to inform opinions.
- To enable children to work geographically in a range of appropriate contexts, using a variety of materials and equipment including other people's experiences and knowledge.
- To develop the children's understanding of what a geographer is and what they do in their career. Children will engage in their study of the disciplinary knowledge of how to think like a geographer.

Curriculum

The children undertake a broad and balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. Through geography the children learn a range of skills, concepts, attitudes and methods of working. Skills and knowledge is progressive and sequenced to enable children to understand their learning journey and why they are learning about a particular skill or subject. Effort is made to create and find strong, relevant, and purposeful links between geography and the other subjects in the curriculum. Strong links will give the children more opportunities children to use their learning more often, strengthening their skills and ability to remember what they have learnt.

Key Stage 1

In Key Stage 1, geography has four main disciplines which children engage in:

- Place
- Location Knowledge
- Human and Physical Environments
- Geography Skills and Fieldwork

Within these disciplines, pupils should be taught to:

Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes. To interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems and to communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

During Key Stage 1, pupils investigate a variety of people, places and environments in the United Kingdom and abroad, and start to make links between different places in the world. They find out how people affect the environment and how they are affected by it. Pupils carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions, and use geographical skills and resources, such as maps, atlases, aerial photographs and ICT. Children will develop geographical enquiry skills, including asking geographical questions, collecting and recording

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information and identifying different views. They will acquire the appropriate practical skills associated with Geography, including using suitable vocabulary, fieldwork techniques and maps, plans and atlases. Pupils will use secondary sources of information with accuracy, including aerial photographs, satellite images, etc. As well as making its own distinctive contribution to the school curriculum, geography contributes to the wider aims of primary education. Teachers will ensure that links between subjects are maximized.

Teaching and Learning

Geography is taught within the school's own Creative Curriculum as part of our topic work. The school uses a variety of teaching and learning styles in Geography lessons. We do this through a mixture of whole-class teaching and individual or group activities. Within lessons, we give children the opportunity to work both on their own and into collaborate with others, listening to other children's ideas and treating these with respect. This is achieved through the school policy of focussed teaching, every child starts at their own starting point and not a second is wasted of lesson time. Pupils will develop meta-cognitive skills using their Title Page with Success Criteria which will be referred to throughout each lesson within the unit to ensure pupils and staff are aware of the learning journey that they are on.

Each year group will teach a number of key skills which build upon previous learning, which are designed to increase pupil's understanding of Geography concepts. Resources provided for lessons should include ICT, photographs, materials, posters, books, artefacts, videos, maps and visitors/experts.

Assessment for Learning

Teacher assessment takes place throughout each topic. At the end of each unit, assessment against specific criteria are completed within Sonar. The children's performance and achievement is measured as Below, Just At, Securely At, Above or significantly above. This assessment is recorded three times a year but formative assessment is on-going. (See Assessment Policy).

Assessment is carried out using:

- Observations of pupils as they work
- Discussion as they work
- Oral questioning to encourage discussion
- Self-evaluation of written work
- Use of Title Page with Success Criteria

Differentiation

In all classes, there are children of differing abilities and age. We recognise this fact and provide suitable learning opportunities for all children (including those who may be academically more able (AMA) or those who have additional needs (AEN) by matching the challenge of the task to the ability of the child. Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability.

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The subject co-ordinator will liaise closely with the Assistant Head Teacher for Inclusion to ensure that all our children have differentiated access to Design and Technology, including provision of special resources or equipment where necessary and possible

Monitoring

The Geography subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in Geography. The subject leader is responsible for supporting colleagues in the teaching of Geography, for being informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school.

A display of Geography work will be set up in the general display area of school, periodically. This will include drawings, written work, quick models and final products to demonstrate to parents the whole process.

Teachers will be asked to identify a child working at a specific level and send some examples of their work, to the subject co-ordinator.

Resources

We have a wide range of text books, such as atlases and interactive boards to access the internet as a class and there is a wide range of geographic material in classroom Topic boxes. People with an interest, or expertise, in a particular topic or area of geography could be invited into school to work with the children. These might be parents, grandparents, other family members, neighbours or representatives of the local community.

All resources will be renewed and replaced as appropriate, with consideration given to topics within all areas of learning across the Key stages. The classroom will contain opportunities for working on Geography projects and resources will be made whenever possible linked to projects, which are self-generated by the children within the Key stage.