Geography Policy

Farnborough Road Infant School

Geography Policy

“Learning, Caring and Achieving Together”

The school aims to provide a broad and balanced education in which geography plays an important role. Through the teaching of Geography, we hope to develop increasing awareness of others, both within the school and the wider community and to build upon social experiences already in place.

Aims

1. To develop an interest and understanding of people and places beyond their immediate experience.
2. To be able to identify and explore features of the local environment and to recognise and investigate changes taking place so that comparisons may be made to other similar or contrasting places.
3. To develop skills and enthusiasm to carry out geographical enquiry.
4. To encourage a sense of enjoyment and excitement about learning through discovery of the world in which we live.
5. To encourage a sense of responsibility for the protection of their local environment and wider world.

Organisation and Planning for Key Stage 1

- From 1st September 2016 the subject content from the new Primary Curriculum Programmes of Study will be covered. However these have been adapted and added to to suit our school.
- This covers 4 main areas
  - Location Knowledge
  - Place Knowledge
  - Human and Physical Geography
  - Geographical Skills and Fieldwork
- The Geography units are taught in specific blocks in topic time or if cross curricular during literacy and other foundation subjects.
- One member of the year group team is responsible for the medium term planning. Individual teachers may then adapt this as appropriate for their class in their weekly plans ensuring that the key learning objectives are covered.
- Each unit is evaluated in year group meetings and any findings/comments passed to the Geography Leader to inform future planning and ordering of resources.

(Curriculum Maps show the programme of study within the topic cycle for Key Stage 1.)

EYFS

We teach Geography in Nursery and Reception as an integral part of the topic work covered during the year, using the Development Matters steps and Early Learning Goals which underpin the curriculum planning for children aged three to five. Geography makes a significant contribution to the ELG objectives of developing children’s Understanding of the World.

Teaching and Learning

A variety of teaching methods may be used to match the abilities and interests of the children.
1. Knowledge provided by the teacher
2. Fieldwork
3 Creative activities
4 Questions and answers
5 Individual and group enquiry
6 Use of ICT
7 Use of books/leaflets/maps/atlases
8 Role-play and drama
9 Invited speakers
10 Displays

Differentiation is built into the geography planning to enable the children to learn effectively and be given the opportunity to show what they know, understand and can do in a positive way thus allowing them to achieve their full potential. Children are encouraged to develop a sensitive and responsible attitude towards themselves and society.

Resources

Geography resources are reviewed annually by the whole staff and replenished when necessary by the Geography Leader. They are stored in classrooms and the Humanities cupboard. School grounds and the immediate environment are a valuable resource. Parents are also very important providing help with field trips and activities in school.

Assessment, Reporting and Recording

Children and their work are continually being assessed as skills, knowledge and understanding develop. The assessment may be oral, pictorial, a written piece of work or an observation in a class or group activity.
At the end of or during a topic, an assessment sheet will be filled in using the new Curriculum outline, this may be informed by a specific activity or field trip.
Evidence is retained in the form of written, pictorial or photographic.
Teacher assessment will be monitored through Year Group moderation and results used to inform future planning.
Parents are kept informed of children’s progress through two parents’ Evenings and school reports.

Cross-curricular themes

Geography links with all areas of the curriculum. We feel that the cross-curricular approach will give the pupils a broad and balanced curriculum and a continuity of experience and skills.

Cross-curricular themes will provide a link with:

Environmental education in the study of the use and misuse of natural resources and the quality and vulnerability of different environments (‘Green’ Awareness)

Multicultural education in the study of different cultures and themes such as Chinese New Year, Diwali, UNICEF Day, themed school dinner days.
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Economic and industrial education in the study of local shops, manufacturing of goods and materials, farming and tourism.

Citizenship and PSHE in learning basic skills for keeping themselves safe and in developing an active involvement in the life of the school and its neighbourhood.

Sustainable development in getting the children to think about the consideration of the social, economic and environmental aspects of change.

**Links with other subject areas:**

1. Much enquiry in geography is similar to scientific investigation as it involves hypothesis, observation, recording, questioning and classifying.
2. Mathematical ideas and skills closely link with geography in the understanding of special and directional language, shape and the enquiry approach of data collection.
3. English has a strong link with geography particularly in the early years with the development of communication skills, role-play and drama and in the reading and researching of relevant information material. Story can also play an important part in the development of geographical skills and awareness.
4. There are links with history in the study of places, customs, clothes, houses, lifestyles, etc.
5. Strong links exist between geography and ICT in encouraging children to handle information more effectively in the form of data collection and the use of relevant computer programs, which develop geographical skills. Television programmes appropriate to the units being studied enhance learning in the study of people and places. The digital camera is used to record observations and activities.
6. Design and Technology links with geography in the planning and designing of models and environments. Baking and tasting of foods from different cultures and countries.
7. Art is used in geography in the representation of imaginary maps, routes, weather symbols and the drawing of objects from different points of view.
8. RE is closely connected with geography in the study of people’s beliefs, attitudes and values and in the caring for God’s world.
9. Music can be explored in the study of musical instruments and songs from different cultures and countries.
10. Geography links with PE in the use of directional language during games lessons.

**Equal Opportunities**

All children should have the opportunity to reach their full potential in Geography; some children may require additional support, or a different approach. Some children may require individual programmes of work or the opportunity to work in a small group.

(Please see Inclusion and Equal opportunities Policy)

Resources should be chosen to reflect the equal roles of men and women and the fact that we live in a multicultural society.

**Fieldwork**

Fieldwork is very valuable and a vital part of the geography curriculum. The school grounds and surrounding area are used for study.

**Progression**

Progression lies in the acquisition of new concepts and the deepening understanding of those already encountered. These include:

An increase in knowledge, skills and understanding.
Moving from familiar to unfamiliar contexts.
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Tackling problems, which demand more complex or difficult solutions.

The rate of progression will of course, vary from child to child and has to be considered when planning the teaching and learning situations.

Dyslexia Friendly – because every child matters

Dyslexia is a specific learning difference which may cause difficulty in the acquisition of certain skills. In the context of this policy the school will put the appropriate support and resources in place. In the teaching and learning of geography in our school teachers will be aware of the needs of pupils with specific learning differences such as dyslexia.

Monitoring and Evaluating

Weekly Year Group meetings keep all members of the Year Group in touch with each other and gives an opportunity for ongoing monitoring and evaluation. The Key Stage Leader keeps a copy of the half-termly planning to monitor what is happening in each Year group. At the end of the unit, it is evaluated and the findings are fed back to the Geography Leader.

This policy will be reviewed on a regular basis.

Updated May 2018

Signed _________________________ Date __________________ Headteacher.

Signed _________________________ Date __________________ Chair of Governors.
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