



Geography Policy

Reviewed: May 2023

Reviewer: Caitlin Parvaz

Next Review: July 2025

Introduction

Aims

At Nevill Road Infant School, we value Geography as an important part of our broad and balanced school curriculum. Geography teaches an understanding of places and environments. Through their work in geography, children learn about their local area and compare their life in this area with that in other regions in the United Kingdom and in the rest of the world. They learn how to draw and interpret maps and they develop the skills of research, investigation, analysis and problem-solving. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures. Geography teaching also motivates children to find out about the physical world and enables them to recognise the importance of sustainable development for the future of mankind.

The aim of this policy is to clarify to staff, governors, parents and pupils how Geography is taught in this school.

Our aims are to:

- to enable children to gain knowledge and understanding of places in the world;
- 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 allow children to learn graphic skills, including how to use, draw and interpret maps;
- to enable children to know and understand environmental problems at a local, regional and global level;
- to encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means;
- to develop a variety of other skills, including those of enquiry, problem solving, ICT and investigation.

The School's Curriculum Organisation

- 2-yr old provision, Nursery and Reception classes follow the EYFS curriculum guidance as well as 'Development Matters.' Geography activities are derived predominantly from the Understanding the World area of learning.
- At Key Stage 1, the Scheme of Work has been developed from the National Curriculum Programmes of Study (PoS) for Geography, from the National Curriculum. Learning objectives have been mapped and allocated to each year group. These objectives were chosen to best-suit the termly topics, and to reflect continuity and progression in children's skills, knowledge and understanding through the Key Stage. The Scheme of Work is also underpinned by the school's Curriculum Drivers of 'The Seed', 'Being Brilliant' and 'Sense of Self'

Learning and Teaching Strategies

Teachers use a variety of teaching and learning styles in our geography lessons. We believe in whole-class teaching methods and we combine these with enquiry-based research activities. Teachers encourage children to ask as well as answer geographical questions. We offer them the opportunity to use a variety of data, such as maps, statistics, graphs, pictures, and aerial

photographs, and we enable them to use IT in geography 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. They engage in a wide variety of problem-solving activities. Wherever possible, we involve the children in 'real' geographical activities, e.g. research of a local environmental problem or use of the Internet to investigate a current issue.

Responding to Children's Work

Differentiation

Activities using Geography are planned to allow different levels of achievement by pupils and to incorporate possibilities for extension work.

Appropriate challenge is provided through regular, informal teacher observation. Differentiated work is provided in support of each child's needs, establishing progress with sufficient challenge to engage and motivate through achieving success.

TA's will be used to support lessons where available.

Planning and Assessment

The children's skills, knowledge and understanding will be assessed against 'Development Matters' and the Early Learning Goals. Progress is recorded regularly.

At Key Stage 1, the half termly / project plans and Topic Tasters are planned to include key learning opportunities, key knowledge and skills, key vocabulary and the specific pedagogical choices being made to deliver each lesson.

Assessments are completed and logged using an internal system. These outline expectations for four levels of ability (Below, Towards, Expected and Exceeding). The children's skills, knowledge and understanding are assessed against key end-points. Any child achieving outside of these criteria (SEND or G&T) will also be recorded. Any children who are considered Gifted and Talented in Geography will be identified and added by the class teacher to the Gifted and Talented register. This assessment data is passed on to the next teacher.

Cross Curricular Opportunities

Wherever possible, advantage will be taken of opportunities to develop cross curricular links. These links are identified in our planning.

For example:

Science – weather and seasonal change

Maths – using maps to determine distance

Computing – using online maps such as Digi Maps and Google Earth to locate their local area and compare their lives to other regions.

Resources

- All classrooms contain equipment and resources to support Geography work as well as a central store.
- Geography planning makes reference to I.C.T. including websites which support work. Specific programs and software are also identified.
- In addition to this, each classroom and/or shared area contains its own basic supply of Geography equipment. Children are expected to access their own resources and equipment wherever possible and tidy away when they have finished.

Learning, Difficulties and Disabilities (LDD)- Disability Equality Statement.

“Nevill Road Infant School is committed to promoting Disability Equality and equality of opportunity for pupils with learning difficulties. When planning and teaching Geography, staff will make reasonable adjustments to promote equality of opportunity for disabled and non-disabled pupils. This could include:”

- Allocated adult support
- Provide alternative or adapted activities for pupils who are unable to manipulate tools, equipment or materials or who may be allergic to certain types of materials.
- Adjusted objectives to support individual and specific needs.
- Make use of digital cameras, computer programmes, specially adapted tools or an alternative choice of media.
- Active learning methods to support different learning styles. The class teacher is responsible for ensuring weekly plans are accessible to all pupils and that objectives are appropriate.

Gifted, Talented and More Able (GTMA)

GTMA pupils are identified and their name recorded on our register. An annual enrichment plan is created to enhance the opportunities for children who present as talented artists. This is shared with parents and appropriate competitions and exhibitions etc. are signposted. The class teacher is then responsible for ensuring weekly plans identify appropriate and challenging objectives for these pupils.

English as an Additional Language (EAL)

Pupils for whom English is an additional language will be similarly supported in accessing the Geography curriculum. The class teacher is responsible for ensuring weekly plans are accessible to all pupils.

Pupil Liaison and Home-School Links

Information regarding the pupils' attainment is passed on to the relevant class teacher at the end of each year and to the relevant KS2 School at the end of KS1.

Display and notice boards around the school informs parents of their children's work that term. Parental involvement is requested in our newsletters. Children's work is displayed in public areas and on the schools website.

A Geography e-portfolio is in development to showcase children's work.

Specific projects such as Earth Day and any appropriate local opportunities can provide for greater parental involvement. Visitors may also be invited to work in our school where opportunities and/or funds permit.

Celebrating cultural diversity and promoting community cohesion:

From entry to school, all children are exposed to a wide range of Geography from different times and cultures. We offer children in our school many opportunities to examine the fundamental questions in life through the medium of geography. Through teaching about contrasting localities, we enable the children to learn about inequality and injustice in the world. We help children to develop their knowledge and understanding of different cultures so that they learn to avoid stereotyping other people and acquire a positive attitude towards others. We help contribute to the children's social development by teaching them about how society works to resolve difficult issues of economic development. Geography contributes to the children's appreciation of what is right and wrong by raising many moral questions during the programme of study.

The key responsibilities of the Geography Subject Leader are:

The role of the Subject Co-Ordinator

- To develop and maintain the school's scheme of work and e-portfolio
- To monitor planning and delivery of the curriculum, carry out lesson observations and scrutinise pupils' work.
- To audit and replenish equipment and resources throughout the school and manage the curriculum budget.
- Be given opportunities to update professional expertise and share this with staff when appropriate
- Advise governors of changes to policy and of standards achieved

Appendices