

# Geography Policy

## Acre Rigg Infant School

Last reviewed in	September 2024
Next review due	September 2025



Every child Every day Every way Experiencing success

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### Geography Policy

Updated: September 2024

Review Due: September 2025

#### Introduction

Geography teaches an understanding of places and environments. Through their work in Geography, children learn about their local area and compare their life with that in other regions of the United Kingdom and in the rest of the world. They learn how to use geographical skills including map reading, research, investigation, analysis and problem-solving both inside and outside the classroom. Geography teaching should motivate children to find out about the physical world and enable them to recognise the importance of sustainable development for the future of mankind.

#### Aims

At Acre Rigg Infant School we aim 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.
- Stimulate children's interest in their surroundings and enable them to make sense of their own surroundings through learning about their own locality and the interaction between people and the environment.
- Enable children to develop knowledge about places in the world, the UK and their locality.
- Enable children to understand basic subject-specific vocabulary relating to human and physical geography.
- Help children to understand the processes that give rise to key physical and human geographical features of the world.
- Introduce children to and develop the geographical skills needed to:
  - collect, analyse and communicate data gathered through experiences of fieldwork
  - interpret a range of sources of geographical information, including maps, diagrams, globes and aerial photographs.
- Allow children to learn graphic skills, including how to use and draw maps.
- 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.

#### Geography Planning

##### Early Years Foundation Stage

In reception, planning for Geography is linked to the Early Learning goals with a particular focus on Understanding the world. Children's interests and current topics provide opportunities for staff to plan activities which allow children to explore the world around them. Development Matters statements are used to ensure progress towards the Early Learning Goals is evident.

Please see our progression map for further information.

##### Key Stage One

Planning in Key Stage 1 is based on the Geography National Curriculum Programmes of Study. Long-term plans map the Geography topics studied in each half term for Key Stage One. Following this, half termly topics have been formulated to ensure that statutory content is covered as well as progression from Year 1 to Year 2. The subject leader has compiled a Geography scheme of work which details suggested activities for teachers to deliver to cover the knowledge and skills taught in Key Stage 1. Class teachers use the scheme of work to plan individual lessons, enhancing suggested activities when necessary to ensure children of all abilities and backgrounds develop their geographical skills and knowledge.

Please see our progression map for further information.

## **Lessons**

### Early Years Foundation Stage

Understanding the World, which incorporates Geography is taught through topics in the Early Years Foundation Stage. Children's interests are followed and enhancements, as well as adult led activities, are carefully planned to develop children's geographical understanding.

### Key Stage One

At Acre Rigg Infant School, discrete Geography lessons in Key Stage 1 take place during afternoon sessions. When teaching Geography, whole class activities are considered to be more appropriate when introducing topics or teaching children geographical knowledge. Wherever possible however, it is recommended that enquiry should be carried out in small groups to maximise opportunities for all children to participate. As part of continuous provision in classrooms, children will have access to atlases and maps relevant to their topic as well as iPads/computers to allow children to conduct further independent research.

## **Fieldwork**

Fieldwork is an integral part of Geography and teachers are encouraged to focus attention on the opportunities available in the school's grounds and local area. This will provide children with the opportunity to explore the world around them and develop their fieldwork and observational skills. Within the Scheme of Work created by the subject leader, these fieldwork opportunities are highlighted.

Educational visits (further afield) will be organised by individual teaching staff that are relevant to the current topic.

## **Cross-curricular Links**

### Mathematics

Many of the skills necessary to the geographer are based on Mathematics. This includes using compass directions e.g. North, East, South and West as well as locational language e.g. near, far, left and right. This language can therefore be introduced or reinforced through the Mathematics curriculum.

### English

Communication skills are developed within Geography lessons as pupils will be encouraged to debate ideas and present information in a variety of ways therefore promoting the skills of reading, writing and speaking and listening.

### Computing

Through Geography children have the opportunity to enhance their ICT skills in data handling as well as storing and retrieving the information from these databases. Children have access to the Internet in order to research information and have the opportunity to use the digital camera/iPad to record and use photographic images.

### PSHE and Citizenship

Geography fosters the development of tolerance and empathy towards other peoples' beliefs and attitudes and encourages an interest in human affairs. Through comparing their locality to other areas in the United Kingdom as well as the wider world, children will also learn to appreciate the importance and value of diversity.

### Rights Respecting

Through Geography children will learn about the lives of people in contrasting countries. They will develop geographical skills including asking and answering questions, comparison and analysing data. (Article 13, 17 and 29)

## **Assessment**

### Early Years Foundation Stage

Teacher assessment is based very much on observation, questioning, discussion and planned opportunities. Evidence is recorded in learning journals and/or workbooks and is used to inform judgements towards the Foundation Stage Profile. Assessments are completed on the tracking sheets on a termly basis.

### Key Stage One

Teacher assessment is based on observation, participation, questioning, discussion and written outcomes. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's knowledge and understanding throughout a topic is on-going to ensure that progress is being made. At the end of each topic unit, teachers will complete assessment frameworks created by the subject leader. Teachers will decide whether each child is working towards expectations, working at expectations or exceeding expectations.

## **Roles and Responsibilities**

### Geography Co-ordinator

- Support class teachers to improve the quality and progression of teaching and learning in Geography.
- Keep abreast of new developments in the teaching and learning of Geography through appropriate in-service training, attending County and Peterlee Partnership network meetings and self-study.
- Monitor the teaching and learning of Geography across the school in conjunction with the Head Teacher.
- Review samples of children's work to ensure coverage and progression in geographical knowledge, skills and understanding.
- Advise and update staff of any changes in curriculum requirements or recent innovations.
- Audit, purchase and organise resources to support curriculum delivery.
- Liaise with the Governor for Geography.
- Keep a subject leader's file which is informative and relevant.

### Geography Governor

- Liaise with the Geography Subject Leader.
- Visit planned Geography events in school and report back to the Governing Body.
- Monitor standards across the school in Geography and report back to the Governing Body.
- Attend any Local Authority training for Governors on Geography.

### Headteacher

- Lead, manage and monitor teaching and learning in Geography across the school.