



# Geography Policy

**Written by:** Samantha Jones

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**This policy should be read in conjunction with the following policies:**

Geography Progression of Skills  
SEN Policy  
Marking Policy

## **Intent**

At Joydens Wood Infant School we believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it.

Our Geography curriculum enables children to develop knowledge and skills that are transferable to other curriculum areas and which can and are used to promote their moral, social and cultural development. Geography is, by nature, an investigative subject, which develops and understanding of concepts, knowledge and skills. We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

## **Aims of National Curriculum:**

These statements are to be achieved by the end of KS1. Throughout children's time at Joydens Wood Infant School, they will have many opportunities to learn and acquire these skills.

- For pupils to make sense of their own surroundings through learning about their own locality, and the interaction between people and environment.
- To extend pupils' interest, knowledge and understanding of contrasting localities in Britain, Europe and the World.
- To develop knowledge and understanding of the human and physical processes which shape places.
- To appreciate similarity and difference in the world about them and to respect other people's beliefs, attitudes and values.
- To develop the geographical skills and vocabulary necessary to carry out effective geography enquiry.
- To formulate appropriate questions, develop research skills and evaluate material to inform opinions.
- To develop interest and enjoyment of geographical experiences and build confidence and understanding.
- To recognise and understand issues concerning the environment and sustainable development.

Teachers are encouraged to use these National Curriculum strands (Foundation Stage has been adapted from Development Matters) when planning but also put their own stamp on teaching Geography, ensuring the lessons are appropriate for their class and include play based elements to match our school's ethos. This is backed up by the Whole School Overview and the Geography Progression of Skills which promotes these key areas.

## **Implementation: Teaching and Learning**

### **Curriculum Planning**

The new progression of skills was created by researching and reading different documents, including the National Curriculum for Geography, The Royal Geographical Society, TES and Twinkl to collate a Progression of Skills and Knowledge which matched the school's ethos.

Teachers have identified the key knowledge and skills of each topic and consideration has been given to ensure progression across topics throughout each year group across the school. At the beginning of each topic, children are able to convey what they know already as well as what they would like to find out. This informs the programme of study and also ensures that lessons are relevant and take account of children's different starting points. Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion.

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. As pupils progress, they deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. They learn how to draw and interpret maps and use subject-specific vocabulary relating to human and physical geography, with accuracy and confidence. 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.

Teachers use the Whole School Overview document to develop their medium term plans (using the school's agreed planning format). These medium term plans are then used to create a weekly plan (current year group 'weekly' templates) in alignment with the Geography Progression of Skills and Knowledge. All planning for Geography should include: the Geography Skills that are going to be taught, key vocabulary for that skill and how SEN/PP will be supported.

## Teaching

The children are supported in developing the knowledge, skills and understanding that helps them to make sense of the world through the following programme of topics:

Autumn	Spring	Summer
Down on the Farm Crash! Bang! Winter Wonderland	Breaking News! Chinese New Year Festival	Climate change! When I grow up!

### Foundation Stage

Early Years explore geographical themes and content through the Understanding of the World. This involves guiding the children to develop a sense of their physical world, as well as their community, through opportunities to explore, observe and find out about people, places, technology and the environment.

### Key Stage 1

During Key Stage 1 pupils will investigate their local area and a contrasting area in the United Kingdom or abroad, finding out about the environment in both areas and the people who live there. They also begin to learn about the wider world. They carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions about people, places and environments, and use geographical skills and resources such as maps and photographs. Pupils should develop knowledge about the world, the United Kingdom and their local area. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

By the end of Key Stage 1, most children will be able to:

- Describe the main features of localities and recognise similarities and differences.
- Recognise where things are and why they are as they are.
- Express their own views about features of an environment and recognise how it is changing.
- Find out about places and environments by asking and answering questions, by using their own observations and other geographical enquiry skills and resources.

Teachers should be teaching Geography depending on topic as seen on the Whole School Overview. High quality non-fiction texts and narrative are central to Geography teaching and are a natural resource in which children learn about different places and environments. For younger children, in particular, they can provide a vehicle for developing language, children can be taught to listen carefully and critically. This ties in to our aim of transferable knowledge from subject to subject, so we would want to see Geography vocabulary being used where applicable, for instance, in reading comprehensions. In order to do this, teachers ensure that some of the non-fiction texts that are used in the Guided Reading hours are geographical in nature. For reading links we have matched the high quality texts used in class to the topic each half term, which is evident on the Whole School Curriculum.

Key vocabulary is heavily promoted across the school. Teachers share 'Star Words' at the beginning of each lesson. Geographical vocabulary should be developed and shared across all three year groups to ensure all pupils of all ages are exposed to a consistently rich and varied list of relevant words to use in their Geography learning. The vocabulary should not be restricted to just Geography lessons but be seen and heard across the curriculum to tie the topic learning together.

## **Recording**

Recording Geography in the Foundation Stage will happen in the pupil's learning journals with observations and photos.

For recording in Year 1 pupils will have any observations and photos relating to Geography stuck into their learning journals. From January onwards the pupils will record in their writing books with Geography links detailed in the Learning Objective. Any group work will be evidenced in the class curriculum book.

In Year 2 pupils will record the majority of their Geography work in their writing books with a dated learning objective at the top of the page detailing the learning. This work is to be marked following the school's marking policy. For any whole class, group work or practical activities teachers will take photos and stick these into the class Curriculum book along with the learning objective and a related comment on the learning.

Graphs and tables should be written and drawn on squared paper, linking to our Mathematics skills.

## **Resources**

Teaching and learning in Geography is supported by a wealth of resources. All classes have class computers and I-pads, interactive whiteboards with access to the Internet and opportunities to use laptops. Teachers need to give children sufficient opportunities to develop real competence in map skills using visual resources and presentations from a wide range of software and internet sites, including Google Earth or YouTube.

A wide range of resources to support the teaching and learning of Geography across the school are stored in the 'Curriculum Cupboards' and garage on the playground such as non-fiction texts, globes, maps, compasses. All staff is responsible for keeping the cupboard tidy and ensuring they return resources once they have finished using them.

There are resources for our outside learning environment, which are stored in our shed outside. EYFS and Year 1 provisions have valuable Geography resources for the children to choose and explore. These resources should be kept stocked and accessible for all learners.

For Years R and 1 there should be a Geography display board in the room which focuses on Geography. In Year 2 each class should have a display board devoted to Geography learning and celebrating the children's work. As our school planning and teaching is cross curricular the display does not have to be solely a Geography display board but rather show work and resources relating to that term's topic. However, key vocabulary for Geography should be clearly displayed for pupils to access. Corridor displays should celebrate an element of Geography through pieces of work, photos or vocabulary. Any displays should tie in with the school's display policy and be changed at least each half term.

## **Assessment**

Class teachers continually monitor and evaluate the work of their pupils on a day to day basis. This informs planning, target setting and teaching. Teachers will mark the children's Geography learning following our Marking Policy and give verbal feedback throughout the lessons. Next steps should be provided for all children, which can be accessed by all learners, to extend their learning. Assessment will be through verbal feedback and teacher judgement by the Progression of Skills and Knowledge.

Class teachers/Geography Leader will undertake a pupil voice after each unit in order:

- To ensure consistency of approach across the school.
- To ascertain pupils' understanding of Geography and the Geography lessons they have taken part in.
- To gain an insight into all pupils' thoughts about the nature of Geography.

Teachers should use the Progression of Skills and Knowledge for Geography to assess and inform planning, to make sure that our Geography learning is relevant and appropriate to each individual child and class.

The progression of skills across the Geography subject establishes a clear vision of what teachers expect pupils to achieve in Reception then in Year 1 and Year 2, and that it builds upon each year key skills.

## **Cross Curriculum Links**

Cross curricular outcomes in Geography are specifically planned for, with strong links between Geography and Literacy lessons because it actively promotes the skills of reading, writing, speaking and listening. We ensure that some of the texts that we use in the English and Guided Reading hours are geographical in nature. Geography in our school also contributes to the teaching of Mathematics in a variety of ways. We teach the children how to represent objects with maps. The children study space, scale and distance and they learn how to use graphs to explore, analyse and illustrate a variety of data. In History and RE, geographical knowledge is essential in order to place events and themes in context. Geography also contributes significantly to the teaching of personal, social and health education (PSHE). 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. Geography contributes to the children's appreciation of what is right and wrong by raising many moral questions during the programme of study, again promoting fundamental British Values. The nature of the subject means that children have the opportunity to take part in debates and discussions.

Our Geography curriculum enables children to develop knowledge and skills through extra-curricular activities which include school trips.

## Vulnerable Learners

The Geography Curriculum will ensure that all children are able to access the learning. All teachers will teach the skills required to access the curriculum and make sure there is depth of understanding. Once these fundamental skills have been taught and understood, the children should be constantly supported and challenged. Careful consideration in the 'barriers to learning' will enable teachers to form a picture as to how a child's life experiences and opportunities hinder their development in Geography.

- SEND and EAL pupils: resources and support should be planned for to enable all children to have access to the learning. Suitable aids that are relevant to the child in the 'classroom' context should be reviewed for their suitability and impact when the child is accessing Geography in other areas and places. Where necessary a risk assessment should be undertaken. All resources should be clearly labelled to allow all children to access them.
- Disadvantaged pupils: children have external circumstances that affect their ability to access the Geography Curriculum and experiences. The school are expected to identify these contributing factors rapidly to ensure every child has the same opportunities to access their learning. This may involve discussing the child's home life with the DSL or FEL.
- In-year admissions and Persistent Absentees: children who have not attended our school previously or have poor attendance are at risk of not being able to access the learning. They may have significant gaps in their skills and knowledge that prevent them from being able to access specific skills/games. All children that are new/returned to school following a period of absence should be carefully monitored to ensure support is implemented without delay.

## **Impact**

### **The Role of Subject Leader**

The Geography Leader is responsible for providing access to the Geography Progression of Skills and Knowledge to every teacher and member of staff and ensures they fully understand what is required. This is distributed to year groups for the pre-planning meetings. The Geography Leader also provides resources that are available in school and regularly monitor whether the resources are being used effectively. The Geography Leader will undertake learning walks, book looks and pupil voice to ensure and assess how effective the Geography Curriculum is and the next steps. Professional conversations will be made with other subject leaders to evaluate the cross-curricular approach and planning for impact.

The Geography Leader will be responsible for gathering samples of curriculum work. Appropriate additional evidence e.g. photos of activities/displays/visits/assemblies etc will also be kept. The Geography Leader will audit the effectiveness and use of the resources, by observing how the children and teachers use them during lessons, observing whether the children are using them for the right purpose and know why they are using them and whether the resources that are available are suitable for the needs of our children and supporting the teaching of a broad curriculum.

Progression and the impact of the Geography Progression of Skills and Knowledge are measured through a child's ability to explain their understanding of key Geography matters using Geographical vocabulary. This can be measured in different ways through teacher judgement, pupil voice, book looks, planning scrutiny and learning walks.

Attainment and progress can be measured across the school using our SIMS system and this data will be analysed to provide key groups of children to support further and investigate whether our Geography Curriculum allows these children to access Geography as well as challenge them.

Throughout the year the Geography Leader will complete the following monitoring across the school:

- Autumn term- observe Geography learning in the environment and classrooms.
- Spring term- provide CPD and training to all staff about how to deliver a broad and thought out curriculum, using the Progression of Skills and Knowledge.
- Summer term- carry out book looks to ensure effectiveness of Progression of Skills and Knowledge.

The Geography Leader will keep their leadership log up to date to show what developments, responsibility and impact they have had.

### **Continued Professional Development**

The Geography Leader will keep up to date with recent changes to the Geography Curriculum and will continue to develop their own CPD. The subject leader will also carry out their own development through reading (journals, articles, books) and collaboration with other schools through visits and relevant courses.