

Buttsbury Infant School



Together we grow

Aspiration, Respect, Resilience, Kindness

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E6 Geography Policy

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Signed	Ann Robinson Executive Head Teacher

Purpose of Study

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

Aims of Geography

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places, including their defining physical and human characteristics.
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes and aerial photographs
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

Curriculum Intent

At Buttsbury Infant School the intent of our Geography curriculum is to inspire our pupils to become curious about the world and think like a geographer. The range of rich and vibrant opportunities we offer allow the children to develop their awareness of where they live, in comparison to other places around the world.

Curriculum Implementation

We encourage a healthy growth mindset by promoting social skills including good manners, resilience, perseverance, self-awareness, consideration and cooperation. The curriculum supports children to become fantastic role models and the very best versions of themselves.

Units of learning are blocked, well sequenced and build on previous learning. Lessons ensure that progress is achieved through small steps, allowing children to develop their subject knowledge, consolidate skills and apply their learning. Strands in Geography include: Locational Knowledge, Place Knowledge, Human and Physical Geography and Geographical Skills and Fieldwork.

At Buttsbury Infant school, Geography lessons may include:

- A range of practical hands-on, computer-based and collaborative tasks
- Learning about our local area
- Elements of geographical skills and fieldwork
- Measuring data using a range of methods
- Developing the use of maps, globes and aerial photographs
- Making comparisons between where we live and other places around the world
- Use of the classroom display and brain busters to promote deep learning

Curriculum Impact

Our curriculum encourages all pupils to achieve their maximum potential. By learning about the wider world, compared to where they live, we give our children the chance to become inspired geographers with respect and appreciation for the world around them. As a result of our Geography curriculum, children are equipped with the necessary knowledge and skills for the next stage of their education at the Junior School.

Early Years Foundation Stage (EYFS)

During the Early Years Foundation Stage, young children are given opportunities to develop their geographical skills within the Early Learning Goals for Understanding the World. The children will be guided to make sense of their physical world and their community. They will listen to a broad selection of stories, non-fiction, rhymes and poems that will foster their understanding of our diverse world.

Geography in relation to the National Curriculum

The curriculum is organised to ensure that children's experience of Geography is developed through activities that bring together requirements from the Key Stage 1 programme of study (locational knowledge, place knowledge, human and physical geography and geographical skills and fieldwork).

Children are taught to:

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country
- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use and understand basic subject-specific vocabulary
- use geography skills, including first-hand observation, to enhance their locational awareness

Planning of Geography

Geography planning is based on the National Curriculum and the Kapow Scheme of Work.

Relationships with other subjects

Children are given opportunities, where appropriate, to develop and apply their geography skills - particularly for listening, collecting and recording data and making comparisons. Wherever possible, links are made to other subject areas.

Links with literacy:

Examples of geographical activities and tasks which support the development of *Literacy*:

- Listening skills: listening to other children's opinions about a place in the world
- Comprehension: using an atlas and locating the relevant information using the contents page
- Speaking: developing the ability to compare the similarities and differences of places in the world
- Characterisation of a plot: reading stories from around the world

Links with maths:

Examples of geographical activities and tasks which support the development of *Maths*:

- Recording data: collecting data and recording in a variety of ways, for example a bar chart
- Directions: use of directional language and compass directions
- Symbols: recognising and using symbols on simple maps

Inclusion:

- There will be opportunities in Geography for all children to both practise and extend geographical skills
- The programme of study for EYFS and KS1 will be taught in ways appropriate to children's abilities
- There will be equal access to materials
- Participation in a wide variety of geographical activities will be encouraged

Assessment and Recording

Recording children's geographical achievements and progress can be accomplished in a variety of ways:

- Visual recordings – photographs of practical activities
- Evidence in books
- Pupil voice – children can talk about their learning in Geography

Children's progress is measured against descriptions in the Early Learning Goals and the National Curriculum.

Role of the Geography Subject Leader

The Geography subject leader will:

- Monitor policy and teaching and learning in geography
- Provide assistance to all staff when requested, in order to implement the geography policy consistently throughout the school
- Organise resources to support the school geography policy and teachings
- Co-ordinate purchasing, organisation and distribution of resources
- Arrange in-service support
- Liaise with outside agencies, other schools and colleagues