

## Geography Policy

### Aims

We aim to foster children's interest in the wider world and the people within it. Children will be encouraged to develop their understanding and knowledge of the physical and human processes that impact upon their environment.

To foster a sense of wonder at the beauty of the world around them.

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 including holding British values.

Help them to develop an informed concern about the quality of the environment and the future of the human habitat.

Thereby, enhance children's sense of responsibility for the care of the earth and its people.

### Teaching and Learning

Geography is a foundation subject and is taught by all class teachers.

The teaching of Geography encompasses a range of methods including the enquiry process and fieldwork and develops the children's geographical skills.

Where possible Geography is not taught in isolation but is taught as part of a topic based approach. It will draw from, compliment and contribute to other areas of the curriculum.

The development of skills such as talking, writing, drawing and use of ICT are all seen as important learning outcomes.

Teachers have a positive attitude towards their children's interest in the world around them and promote quality in their responses to the topics taught.

### Teaching strategies

ICT provision is made through the use of computer programs and the internet. Children are provided with a range of opportunities to enhance their learning in Geography.

These include a variety of teaching strategies such as group work, class discussion and use of ICT, alongside educational visits to places of interest and visits from people into our school. In school children have access to maps, globes and atlases and make use of Google Earth. Crosshall Infant School also holds an International School Award, recognising the school's contribution to the international learning that takes place throughout our school every year.. Teachers and school staff find opportunities to make links to Geography throughout every term, for example with themed food days.

The processes of fieldwork and enquiry are seen as integral to Geography and form a part of each Geography topic. Children in all year groups enjoy a number of educational visits every year which the school believes greatly enhances their geographical understanding.

### Planning

Geography planning is undertaken in teams and includes a long term, yearly plan, as well as medium term topic plans where teachers plan together opportunities for teaching Geography, which is cross curricular where appropriate. Planning is linked to the National Curriculum programme of study for Geography to ensure progression and development of knowledge and skills.

In the Nursery and Reception Years Geography is taught within the "Knowledge and Understanding of the World" area of the curriculum and progresses through the stepping stones to the Early Learning Goals which should be achieved at the end of the Reception Year.

### Programme of Study

The curriculum sets out an outline of study that all children in Key Stage 1 will follow during their time in school. This is split into areas of learning to ensure progression and to provide opportunities to make use of skills and consolidate knowledge.

### Locational Knowledge

- To know and name the worlds 7 continents and 5 oceans.
- To name and locate the capital cities and countries of the United Kingdom and its surrounding seas.

### Place Knowledge

- To understand geographical similarities and differences by the study of the human and physical geography of a small area within the United Kingdom and a contrasting area not within Europe

### Human and Physical Geography

- To identify seasonal and daily weather patterns in the United Kingdom
- To locate hot and cold areas of the world linking to location of the Equator and North and South Poles
- Make use of basic geographical vocabulary to refer to key physical features (for example, beach, cliff, season) and key human features (such as town, harbour or farm)

## Geographical Skills and Fieldwork

- Make use of world maps, atlases and globes to identify the United Kingdom and its countries as well as other locations studied.
- Use simple compass directions and locational and directional language (including near, far, left and right) to describe the locations of features and routes on a map.
- Use aerial pictures to recognise known landmarks and basic human and physical features.
- To devise own, simple maps using pictures and / or symbols with a key.
- Use simple fieldwork and observational skills to study their immediate school environment and the surrounding local environment.

## Resources

General Geography resources are located in the Resources Room.

Year groups maintain and store Geography resources for the topics they cover.

Topic boxes are kept and regularly added to which support the Geography topics.

A class set of school atlases are available in both the Year 1 and Year 2 units.

Geography themed books are available from the central library system. These include stories from around the world and books covering environmental issues and citizenship.

There is a globe in all Key Stage 1 classrooms.

The Geography Co-ordinator is responsible for over-seeing the care of the resources.

The school environment and local area are used as a resource for learning across all year groups.

## Equal Opportunities

All children are entitled to a Geography curriculum that caters for their needs, offers equal access and opportunity and enables them to participate fully in all areas of the Geography curriculum.

Further reference should be made to the School's Equal Opportunities Policy.

## Health and Safety

All staff are familiar with the contents of the School's Health and Safety Policy. Children are taught to handle resources carefully. Close adult supervision is given to children using special equipment when appropriate. Close adult supervision is given during fieldwork and educational visits.

A risk assessment procedure is carried out prior to all visits and outdoor activities.

(All visits and outdoor activities are now assessed and documented in a separate policy.)

### Assessment and Record Keeping

Judgements will be made by children's ability and progress.

Parents are informed of their child's effort and attainment levels in the subject annually in the end of year reports.

### Monitoring and Evaluation

The *Geography* curriculum is monitored annually by the *Geography* Co-ordinator who monitors all planning and ensures coverage and progression take place. *Geography* is evaluated through discussion with staff, observation of lessons, monitoring of children's work, displays, and the staff audit. There are also annual *Governor* visits.

**Approved:** January 2025

**Next Review Due:** January 2026