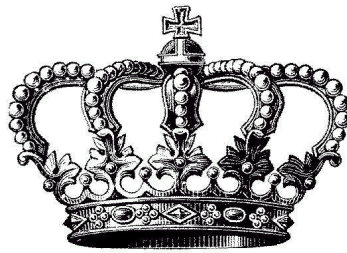


# QUEEN`S DRIVE INFANT SCHOOL



## GEOGRAPHY POLICY

July 2020

# Queen's Drive Infant School

## Geography Policy

### Vision

To inspire the children's curiosity, fascination and knowledge about the world.

### Aims and Intent

It is our aim in Geography that children are given opportunities to inspire their curiosity, fascination and knowledge about their world, through first-hand observation and investigation of their local environment, and the use of high-quality educational media and resources to discover and learn about the wider world.

### Through the teaching of Geography, all children are given opportunities to:

- Develop their knowledge and understanding of locations and places, of human and physical features and vocabulary, through their developing use of geographical skills and fieldwork.
- Acquire a curious and questioning mind.
- Develop their skills of observation, investigation, interpretation and navigation.
- Collect, retrieve, present and communicate information in variety of ways.

### Implementation / Organisation

The teaching of geography focuses on encouraging the children to think about their place in the world they live in, from their local area then, expanding out to their city, their country, their continent, their world.

Defining and Demystifying the Destination - Children are given opportunities to explore their local area through first-hand observation and investigation wherever possible, and then through the use of high-quality educational media and resources to discover and learn about the wider world. We include walks around the school grounds, the local area, and trips to local places of interest, e.g. Central Park, Ramsey Heights, Stibbington, Woburn Safari Park, Sacrewell Farm, Burghley House, Wansford, in order to compare how places differ geographically, also using the journeys to talk about how the landscape changes. We use geographical stories to experience different places around the world and environmental issues.

High Expectations/ Challenge for ALL (Inclusion) - We recognise the fact that in all classes, there are children of widely differing abilities in geography, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- Setting common tasks which are open-ended and can have a variety of responses;
- Setting questions of increasing difficulty. Not all children complete all tasks;
- Questioning children in a way that will stimulate and further their understanding;
- Supporting those children who will benefit from the help of an adult;
- Providing a range of materials that reflect the ability of the children.

Feedback - Children are moved on with their understanding through 'in the moment' feedback during lessons. Teachers are able to set tasks for children to complete in order to consolidate learning and address errors. Children are encouraged to give peer on peer feedback through working with each other and viewing each other's tasks. We celebrate errors and use these to enhance teaching.

## **Planning**

At Key Stage 1, geography is about developing knowledge, skills and understanding relating to the children's local environment, while developing an increasing awareness of the wider world.

The National Curriculum document is used to plan learning in Year 1 and 2, see below. Teachers incorporate the skills and knowledge from this into half termly topic-based planning. Children are taught across 6 topics during KS1 which build to develop geographical skills and knowledge. Different places are covered to develop children's sense of geography of the world around them. Children have the opportunity to use role-play and stories, investigate using resources and photographs and through discussion about the world we live in. Visits and visitors are used to enhance learning further and make geography 'come alive'. Geography is then taught in blocks or weekly as part of the cross curricular unit. Work is then put collated in the topic folder for the unit.

### **Key Stage 1**

**Through geographical knowledge of locations, the children should be able to:**

- Name, locate and identify characteristics (i.e. well-known human / physical landmarks or places) of the four countries and their capital cities of the United Kingdom, and its surrounding seas.
- Name and locate the world's seven continents and five oceans.

**Through geographical knowledge of places, the children should be able to:**

- Understand the geographical similarities and differences through looking at the human and physical features of their local area, and other parts of the UK and the wider world.

**Through knowledge and understanding of human and physical geography, the children should be able to:**

- Identify seasonal and daily weather patterns in the UK, and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
- Use basic geographical vocabulary to refer to:
  - Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.
  - Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

**Through knowledge and understanding of geographical skills and fieldwork, the children should be able to:**

- Use world maps. Atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied.

- Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far, left and right), to describe the location of features and routes on a map.
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and be able to use, and construct basic symbols in a key.
- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

In EYFS, basic geography knowledge, understanding and skills are broadly found in the 'Characteristics of Learning' and taught through the aspect of 'The World' as part of the 'Understanding the World' area of learning, focussing on the children's local environment, while developing an awareness of the wider world. Geographical skills are taught through planned themes or topics but are also evident in daily activities, such as discussion about the weather, do they need to wear a coat to go outside, using appropriate geographical language when discussing different places in stories, or places they have visited or seen on TV.

### **Characteristics of Learning:**

#### **Playing and Exploring**

- Showing curiosity about objects, events and people; and
- Using senses to explore the world around them – learning to explore and investigate first-hand

#### **Creating and Thinking Creatively**

- Thinking of ideas – learning to think of their own ideas about the local environment and the wider world
- Making links and noticing patterns – learning to talk about what is happening around them, e.g. the weather and changing of the seasons, and in the wider world, e.g. where different animals live and why
- Developing ideas of grouping, sequences, cause and effect – learning to recognise: - similarities in order to make groups, e.g. animals - those that live in hot or cold places; cause and effect, e.g. clothes they would wear on a hot day or a cold day

### **Understanding the World:**

#### **The World**

##### **30-50 months**

- Comments and ask questions about aspects of their familiar world such as the place where they live or the natural world – learning to look carefully and ask questions and talk about the world around them
- Can talk about some of the things they have observed such as plants, animals, natural (physical) and found (human) objects – learning to talk about the things they have noticed in the world around them

##### **40-60 months**

- Looks closely at similarities, differences, patterns and change – learning to notice and talk about similarities, differences, patterns and change in places, including weather, features, objects, animals, plants and the daily weather, including seasons

#### **Early Learning Goal**

- Children know about similarities and differences in relation to places, (objects, materials) and living things; and
- They talk about the features of their own immediate environment and how environments might vary from one another – learning to describe places that they are familiar with and from the wider world, notice and talk about how those places are the same and different, in regards to the weather, features, animals, plants

As part of the long term planning, core books for Geography have been identified for each year group and built into the planning. We also place high importance on the teaching of key people who have had a geographical impact on our world.

There are sufficient resources for all Geography teaching units in the school. These resources are boxed and have been broadly grouped according to each unit of work. They are kept in a central cupboard. There is a further store of resources kept in the loft space. Resources are changed according to the topics being covered. There are also many topic books within the school library. Pupils are encouraged to use the internet and IT to find further information about, for example, how places differ around the world in regard to human and physical features.

### **Impact / Assessment and monitoring**

Geography knowledge and skills are monitored during and at the end of each topic unit taught. Children are assessed on how they progress from the starting point using a pre-assessment for each topic taught. This progress is then recorded and tracked on Insight. Feedback on learning is often verbal during the lesson.

The Geography subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in geography. Monitoring takes place over the school year and includes monitoring of standards at key data points, scrutiny of planning and work and taking account of pupil voice. There is also a linked subject governor. The Geography subject leader is also responsible for supporting colleagues, for being informed about current developments in the subject.