

ST. HELEN'S CATHOLIC INFANT SCHOOL



Geography Policy

Written by	Date	Ratified by	Date
M. Ellis	2020	Governors	2020

To be reviewed	Annually	Every 3 Years
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Reviewed on	Reviewed by	Next review date
June 2023	M.Ellis	June 2026

*With Jesus alive in our hearts, we celebrate each other and learn together
as a family.*

“Geography explains the past, illuminates the present and prepares us for the future. What could be more important than that?”

Michael Palin

Intent

At St Helen's Catholic Infant School, our intent for Geography is to provide a broad and balanced curriculum which develops children's knowledge and understanding of diverse places, people, resources, natural/human environments and to develop children's lifelong skills in enquiry, conclusion making and explanation of findings.

- To ensure full coverage of the curriculum, Geography is taught throughout the year. Cross curricular links are made wherever possible to ensure provision is broad and balanced, especially with English and Art.
- We celebrate diversity by learning about a range of places both in Britain and abroad and look at similarities and differences. We provide children with opportunities to investigate and make enquiries about their local area of Brentwood so that they can develop a real sense of who they are, their heritage and what makes our local area unique and special.
- To enrich the curriculum, children take part in seasonal walks and walks of the local area.

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Legislation and guidance

EYFS

Children in EYFS are taught through seven areas of learning and development that shape the educational programmes. These areas of learning and development are all inter-connected. Three areas, the prime areas, are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These are;

- communication and language
- physical development
- personal, social and emotional development

Teachers must also support children in four specific areas, through which the three prime areas are strengthened and applied.

The specific areas are:

- literacy
- mathematics
- understanding the world
- expressive arts and design

Geography mainly falls under the heading of Understanding the world, although it is interconnected into the other areas also.

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension..

Children should learn about;

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

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Key Stage 1

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 an understanding of the Earth's key physical and human processes.

Subject Content

Children should be 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 Human and physical geography
- 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 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 and key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Geographical skills and fieldwork
- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Geography
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and 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

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Organisation and planning

Resources

Geography resources are stored in the EYFS cupboard and are organised into topic themes. The boxes include relevant books, artefacts, field work equipment

Teachers will have a topic area / board within their classroom so that children can access current learning, artefacts and relevant books. This will include key vocabulary.

A globe, world map, UK map and poster showing features of physical/human geography will be in each classroom.

Planning

The Geography leader regularly reviews the scheme of work to ensure an engaging and exciting approach to planning/teaching, using Blooms Taxonomy to encourage effective learning.

A scheme of work is followed for lesson planning, along with the progression of skills from EYFS to end of Year 2. Class teachers use long term planning to inform more focused units of work and in turn individual lessons for the topic. These are based on the requirements of EYFS Curriculum and the National Curriculum for Key Stage 1. As well as specific geography lessons, a cross – curricular approach is also utilised when appropriate.

Planning should include:

- Clear and specific learning objectives
- Success Criteria
- Key vocabulary
- Open ended questioning
- Exciting and engaging activities aiming to reach higher level learning
- Various ways of evidencing learning (not always book based)

At the beginning of each topic children answer a Big Question as a way of assessing what they already know. This is then repeated at the end of a topic to help support assessment of what the children have learnt.

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Curriculum

EYFS

Geography is taught as part of Understanding of the World. It is also integrated within the curriculum and referred to within every topic as appropriate.

Key Stage One

As well as specific Geography teaching the school also uses a cross-curricular approach. Evidence of this is found in the long/ medium term plans with the current Geography objectives clearly stated. Long term plans show the topics to be covered and when during the year this will happen.

Programmes of study

The following programmes of study are set out for Key stage one:

- **Locational knowledge;** 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.
- **Place knowledge;** 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 Human and physical geography. Be able to 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 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.
- **Geographical skills and fieldwork;** use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. Be able to use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Be able to devise a simple map; and use and construct basic symbols in a key. Be able to 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.

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Monitoring

Assessment should be continuous throughout the planning, teaching and learning cycle. Key geographical knowledge is taught to enable and promote the development of children's fieldwork and skills.

Assessment is supported by use of the following strategies:

- Each lesson should have specific and measurable Learning Objectives, along with success criteria.
- Observing children at work, individually, in pairs, in a group and in class during whole class teaching.
- Using differentiated, open-ended questions that require children to explain their understanding.
- Providing effective feedback, including interactive marking through green/orange pen questions where appropriate, to engage children with their learning and to provide opportunities for self-assessment.
- Book moderation and monitoring of outcomes of work, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners.
- Use of the Big Question at the beginning and end of a topic.

All of the above will lead into end of unit class teacher assessment which is then collated and analysed by the Geography Lead.

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Inclusion

All children at St. Helens irrespective of social class, ability, race or gender, are given full access to the Geography Schemes of Work. For pupils with SEND, tasks are scaffolded accordingly so that all pupils are able to achieve to their potential. More able and talented pupils will be identified and their work extended accordingly.

Teachers take account of the three principles of inclusion, set out in the National Curriculum, which relate to:

- setting suitable learning challenges
- responding to the diverse learning needs of pupils
- over coming potential barriers to learning and assessment for individuals and groups of pupils.

The above principles are considered in medium and short term planning.

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Role of the Subject Leader

Responsibilities are:

- To review current curriculum and planning
- To ensure progression of the key knowledge and skills identified within each unit and that these are integral to the programme of study
- To monitor work and assessment
- To lead further improvement in and development of the subject as informed by effective subject overview
- To develop a full range of relevant and effective resources to enhance and support learning.
- To ensure that approaches are informed by and in line with current identified good practice and pedagogy.
- To encourage class teachers to find different ways to evidence learning such as creative use of music, drama, computing, art etc.
- To enrich and extend the curriculum through planning of cultural / curriculum days as applicable.

Role of Class Teacher

Responsibilities are;

- Plan and deliver an engaging and exciting curriculum for all that allows for Higher level thinking (Blooms Taxonomy)
- Ensure children are taught geographical skills and field work skills as well as knowledge.
- Assess children's learning at the end of each topic.
- Develop different ways to evidence learning.
- Ensure an area within class so children can access geographical tools, books etc. relevant to the topic being studied.

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Links with other policies

History policy
EYFS policy
Inclusion policy
Marking Policy

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