

Greasby Infant School



Geography Policy

Mission Statement

We aim to provide a happy, relaxed environment where children are encouraged and supported to achieve their full potential, and to develop an attitude of care and responsibility towards others and their surroundings.

We ensure that the children in this school will attain the highest standards of which they are capable. We encourage the children to be independent and self-confident and we believe that this can be achieved more readily when teachers, parents and pupils work together in partnership.

Introduction

Through their Geography education pupils will develop a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Geography teaching will equip pupil 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 will 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 in KS1:

- develop contextual knowledge of the location of globally significant places - both terrestrial and marine - including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time

- are competent in the geographical skills 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, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length (appropriate to age groups)

Objectives

In key areas of the Geography curriculum, as highlighted below, pupils should be taught to:

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 UK and its surrounding areas

Place Knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country

Human and Physical Geography

- 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 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 UK and its countries, as well as 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
- 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

The Organisation of Geography

- Geography, at Greasby Infant school, is taught as part of our Creative Curriculum which is topic based and linked with subjects across the curriculum. It also encompasses the new national curriculum framework as set out by the government.
- The key skills we teach in Geography are accessed through several core and non-core subjects.
- In Literacy we combine geographical knowledge with comprehension and structural understanding of the text, through the teaching of reading. Communication skills are enhanced as children are taught how to present their written work in a non-fictional context through the medium of writing, drawing, labelling and describing what is seen, heard or spoken.
- In Numeracy the children are taught how to record information on graphs, charts and tables. Problem solving is taught through map work. These skills are then further enhanced in the teaching of ICT and Science.
- We use ICT in geography teaching where appropriate and skills are taught through the area of technology involving, cameras, ipads, video and voice recording and the use of the internet to access knowledge about various geography topics.
- Our Jigsaw programme supports geography in its teaching of cultural and religious tolerance as well as in the teaching of equal opportunities and citizenship.
- Fieldwork is integral to good geography teaching and we include as many opportunities as possible to involve children in practical geographical study.
- We make use of the local environment in our fieldwork and we also choose a locality where the human activities and physical features provide a contrast to those that predominate our own immediate area.
- Through each year group we let the children carry out an investigation into the local environment and also give them opportunities to observe and record information around the school site.

- At the Foundation Stage geography is taught as an integral part of the topic work and is covered throughout the year. The geographical aspects of the children's work is related to those objectives set out the Knowledge and Understanding of the World area of learning which underpins the Foundation Stage curriculum.

Assessment & Record Keeping

Geography is assessed on how a child has progressed across the curriculum in their skill based learning as well as knowledge based learning. Geographical skills show how a child has connected with the topic while knowledge shows how well they understand the world around them.

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

The Role of the teacher

- The class teacher plans each lesson identifying specific learning objectives.
- The teacher will use a variety of methods in the teaching of geography, including whole class discussions, stories, role play, pictures, film and artefacts as well as writing opportunities.
- Topics build upon prior learning, ensuring that children of all abilities have the opportunity to develop their skills and knowledge throughout each unit of work.
- Differentiation is achieved by varying the context, contents, task or outcome of work according to the needs of the pupil. Multiple intelligences will be recognised and acted upon so that each pupil's progress is monitored through their individual responses.
- The teacher will ensure that support staff are informed of medium term planning and are aware of the various methods of supporting different ability groups throughout the geography unit.

The Role of the Teaching Assistant

- The Teaching Assistant will act upon the teacher's guidance to ensure different ability groups are supported according to their individual needs.
- She will be familiar with the topic being taught and the various abilities within the classroom. She will feel competent to support small groups of children in topic related discussion, recording of ideas and in the delivery of certain aspect of the unit when guided by the teacher.

The Role of the Subject Leader

- The Geography Subject Leader will ensure that any policies relating to the the subject are kept up to date and available to staff, Governors and parents as necessary.
- She/he will attend any training related to the subject and report any up-to date findings to the staff.
- She/he is responsible for monitoring the standard of the children's work and the quality of teaching in geography.
- She/he is responsible for supporting colleagues in the teaching of geography. She/he will be informed about current developments in the subject and provide a strategic lead and direction for the subject in the school.
- Management time will be allocated for the task of reviewing samples of children's work and for visiting classes to observe teaching in the subject.
- She/he will present a Portfolio of Geography related work from each year group, which will be updated throughout the year.
- He/ she will liaise with the corresponding subject leader from the Junior school, in order to monitor the subject topics covered in Geography and the levels attained from year three upwards.

Resources

- The New National Curriculum 2014
- Focus materials (a skill based programme for the foundation subjects)
- A supply of Geography topic books which can be found in the library
- A range of educational software to support the children's individual research.
- Mind Friendly Learning programme by Peter Greenhalgh
- The Alps Approach by Alistair Smith and Nicola Call

Special Educational Needs

At Greasby Infant School geography is taught to all children, whatever their ability. Geography forms part of the school's curriculum policy to provide a broad and balanced education for all children. Through our geography teaching we provide learning opportunities

that match the needs of children with learning difficulties and we take into account the targets set for individual children in their individual education plans (IEPs).

Equal Opportunities

- Through the teaching of geography we aim to help children to develop their knowledge and understanding of different cultures so that they can learn to avoid stereotyping other people and acquire a positive attitude towards others.
- Through teaching about contrasting localities we enable the children to learn about inequality and injustice in the world.
- Children will at all times be encouraged to develop tolerance and respect for the rights of others.

Health and Safety

Greasby Infant School follows Wirral Local Authority Health & Safety guidelines and documents which can be found in the Headteacher's office.

Each year group assesses the risks involved with all activities. Risk assessments are written and can be found in year group planning files. A copy is also kept by the Headteacher and can be found in the Risk Assessment File.

Victoria Clark
Subject Leader

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