



Geography Policy

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Introduction

This policy outlines the teaching, organisation and management of geography taught and learnt at Audley Community Infants School. The implementation of this policy is the responsibility of all teaching staff. The responsibility for monitoring and review rests with the geography co-ordinator.

Geography is a National Curriculum non-core foundation subject for Key stage 1 pupils. The study of Geography helps children gain a greater understanding of the ways and cultures of people in other places and to become aware of issues relevant to life in Britain today.

It is an exciting and wide-ranging subject. It is our challenging role to teach geography in an interesting, relevant and exciting way.

Our Aims

Through our teaching of geography we aim to:

- stimulate pupils' interest in and curiosity about their surroundings
- increase their knowledge and understanding of the changing world
- encourage pupils to ask questions
- develop pupils' competence in specific geographical skills
- to ensure continuity and progression in children's learning
- To provide an inclusive curriculum for all pupils, with equal opportunities whatever their race, gender or disability

Learning Objectives

Knowledge, skills and understanding

- Geographical enquiry and skills
- Knowledge and understanding of places
- Knowledge and understanding of patterns and processes
- Knowledge and understanding of environmental change and sustainable development

Breadth of Study

- Investigation and exploration of the local environment
- An investigation of a locality contrasting to the local school environment
- A study of the locality
- Carry out fieldwork investigations outside the classroom

Aims

- To stimulate children's interest in their surroundings and in the variety of physical and human conditions on the Earth's surface.
- To foster their sense of wonder at the beauty of the earth around them.
- To help them to develop an informed concern about the quality of the environment and the future of the human habitat.
- To enhance children's sense of responsibility for the care of the Earth and its peoples.
- To acquire a framework of knowledge about locations and places that will help them to set local, national and international events within a geographical context and that will support their development of geographical understanding.
- Understand some of the important characteristics of the Earth's major physical features. Its landforms, weather and climate, hydrological and ecological systems—and the interaction amongst those systems.
- To understand some of the relationships between people and environments.
- To develop a sense of place- to understand what it means to live in one place rather than another.
- To acquire knowledge and understanding about physical and human processes that brings about changes in place and environments.
- To develop a range of skills and competencies necessary to carry out geographical enquiry and to interpret geographical information.
- To develop intellectual and social skills, including the ability to observe, analyse and communicate.

Skills

- To ask geographical questions.
- To observe and record.
- To express their own views about people, places and environments.
- To communicate in different ways.
- To use geographical vocabulary.
- To use fieldwork skills.
- To use globes, maps and plans.
- To use secondary sources of information.
- To identify and describe what places are like.
- To identify and describe where places are.
- To recognise how places have become the way they are and how they are changing.
- To recognise how places compare with other places.
- To recognise how places are linked to other places in the world.
- To make observations about where things are located and about other features in the environment.
- To recognise changes in physical and human features.
- To recognise changes in the environment.
- To recognise how the environment may be improved and sustained.

Inclusion

All pupils at Audley Infants School are entitled to effective learning opportunities in Geography whatever their specific needs.

It is the aim of all teachers to provide an inclusive curriculum by giving every pupil the opportunity to experience success in learning, and to achieve as high a standard as possible. Teachers will have a flexible approach and will differentiate activities to allow for those who are working below the level of expected ability for the class. (SEN support) In the same way they will present suitably challenging work for those who are gaining skills quickly. (G&T)

To this end, all learning opportunities set will respond to individual needs, and provision will be made to support the learning and assessment of pupils whatever their special education need. The school will endeavour to provide a range of resources and equipment so that teachers can select what is appropriate for individual needs.

Hygiene, Health and Safety

Any out of school activities to support the teaching of Geography must comply with the Guidelines in the School Health and Safety Policy.

A contrasting place will be used as part of the thematic study.

Children will also be taught the necessity of looking after equipment and ensuring it is not damaged whilst in use. It is also important that tidy up time is recognised as an important part of the lesson and the children begin to gain some independence in putting equipment back, or washing up, or removing their rubbish. At all times teachers must promote correct methods and procedures, to ensure the health and safety of their pupils.

Continuity and Progression

It is important that children's learning shows progression from their abilities in Foundation Stage through to their achievements by the end of Year 2. Both Foundation Stage and Key Stage 1 teachers are aware of the characteristics of progression in Geography and plan their pupils' activities in accordance with this acquisition of skills. The skills taught in Foundation Stage are the stepping stones to Key Stage 1 knowledge, skills and understanding.

Strategies for the teaching of geography

Learning and Teaching in geography ensures provision is made for all learning styles.

- Most of the geography curriculum is taught using adapted units from the QCA Scheme of Work.
- The mode of working in geography is a mix of class teaching, cooperative groups and individual work.
 - a) A variety of groupings are used and are encouraged to communicate their findings in a variety of ways.
 - b) Fieldwork is a purposeful and integral part of the curriculum.
- Geographical work is recognised in general display or in communicating the results of geographical enquiry to the whole class.

When teaching geography we:

- Always explain what we want pupils to know, understand and be able to do, through the geography they are about to do
- Often use a key question to direct pupils' thinking / enquiry
- Vary the resources and activities to ensure each pupil can learn effectively
- Use starters and plenaries to ensure students fully understand what they are learning, how they learn and how well they are progressing

The role of the geography co-ordinator is to:

1. Support colleagues in teaching the subject content and developing the detail within each unit.
2. Renew, update and complement resources needed to deliver the curriculum, within budget restraints.
3. Audit current practice.
4. Develop assessment and record keeping ensuring progression and continuity.

Monitoring and Evaluation

To monitor and evaluate geography the co-ordinator:

- Supports teachers via co-planning, team teaching, observing / giving feedback
- Monitors teachers' short term planning
- Reviews resource provision
- Works co-operatively with the SENCo

The Foundation Stage

Early Learning Goals

At Audley Infants School in the Foundation Stage classes, the children are working towards the Early Learning Goals. The opportunities they have to find out about the world around them, use their hands to control equipment, and use their imagination forms the foundation for later work in this subject.

Aims in the Foundation Stage

- To provide a curriculum which reflects the way young children learn best - through talk, play and first hand experiences.
- To provide activities based on **doing**.
- To provide a wide range of activities to attract children's interest and curiosity.
- To provide activities which are imaginative and fun.
- To allow opportunities for children to express themselves.
- To use adult support to encourage children to talk about what they are doing, and introduce the appropriate vocabulary.
- To use a range of resources and equipment.
- To allow children to explore, observe, problem solve, predict, think and make choices.

Learning Objectives in the Foundation Stage - Geography

Children should

- Investigate and explore.
- Talk about what they are doing and what they've discovered.
- Ask questions about their work.
- Observe, select and manipulate, objects and materials
- Identify simple features when exploring and observing.
- Look closely at similarities, differences, patterns and change.

Planning in the Foundation Stage

Opportunities for attaining the Early Learning Goals as a foundation for Geography are planned throughout every day, on-going activities in the integrated day in the Foundation Stage classes. In particular each term, specific geographical activities are planned according to the focus each term. These activities vary from term to term and are detailed in the medium term planning.

Expectations

At Audley Infants we expect many of the children to attain the Early Learning Goals in the areas that relate to Geography, by the end of their Foundation Stage. Teachers will endeavour to hold these high expectations enabling the children to progress to Key Stage 1 with a readiness for further achievements in Year 1 and 2.

Assessment in the Foundation Stage

Assessments of children's abilities will be made by teachers' observations against the learning outcomes of the Early Learning Goals and the developmental stages towards them.

Key Stage 1

It is intended that Key Stage 1 programmes of study will build on the Foundation Stage experiences.

Long Term Planning

At Audley Infants School we use the national curriculum guidelines to inform planning. We believe that this will form the basis for the most effective way to meet our aims and objectives, and provide full coverage of the programme of study. Each year group, through discussion, decide upon which units to cover, these are planned rigorously. This encompasses all of the programme of study and ensures progression towards the attainment targets.

Medium Term Planning

The teachers plan from the programme of study. Focussing on the skills, knowledge and understanding that will be taught and the expectations of children's learning.

Plans are shared with the subject coordinator and plans are reviewed yearly at Key Stage 1 Year group meetings, with the co-ordinator.

Short Term Planning

From the MTP the teachers will customise, refine, modify, adapt, expand, emphasise, or reduce the content, as appropriate, to meet the specific needs of the children in their class in regard to inclusion and other issues detailed in this policy.

Support from the Co-ordinator

The Geography co-ordinator prepares resource packs and purchases resources, to promote the teaching of Geography. It is important to use both the school library and ICT when teaching Geography.

The teaching of Geography will be discussed at specific curriculum Staff meetings during the year. Hence, all teachers should have an overall view of how Geography is being taught in the school. Good practice can be shared and any inconsistencies highlighted. Planning is within year groups but the co-ordinator will assist in helping with short-term plans should it be required.

Responsibilities

The Geography Co-ordinator will

- Support and assist with planning.
- Provide resources.
- Update staff on initiatives and changes to the curriculum.
- Lead and organise Staff Meetings.

Assessment

At the completion of each unit of work, teachers will use the *Expectations* as statements of attainment and will assess each child accordingly and at Parents Evening this information may be available to parents. An annual written Report to parents, covering this foundation subject will be made at the completion of Years 1 and 2.

Date of next review: