



Geography Policy

ETHOS STATEMENT

Standhill Infants' School is a happy, friendly, welcoming school with a truly inclusive family atmosphere. We put the wellbeing and safety of the children at the heart of everything we do. Children, staff and governors work hard to ensure that everyone can be proud of their achievements. The Standhill family are kind and caring citizens, who celebrate diversity and show respect.

Aims

- To stimulate interest in and curiosity about our surroundings
- To create and foster a sense of wonder about the world
- To develop pupils' competence in specific geographical skills
- To increase the pupils' knowledge and awareness of the world beyond the pupils' own environment
- To develop a sense of identity through learning about their local area, the UK, Europe and other parts of the world
- To develop a sense of place with an understanding, tolerance and respect for the people and cultures of the world
- To develop a sense of responsibility and respect for our school grounds, earth, its people and its resources
- To help pupils acquire and develop the skills and confidence to ask questions about a place, undertake investigation and form their own opinions

We aim to link these, where possible, to our school core values of showing respect, being kind, working hard and being honest, and to our learning behaviours of resourcefulness, reciprocity, reflectiveness and resilience.

Curriculum planning and content

We ensure that pupils cover the Key Skills required for Geography with objectives taken from the Primary National Curriculum. We continuously review our planning and adapt our topics to make them relevant and engaging for the children, whilst ensuring they are developing key skills transferrable into later stages. Topics in Geography are planned to enable progression so that the children are increasingly challenged as they move through the school. Our Geography topics are linked to the overall theme with specific objectives and linked to other areas of learning, where appropriate.

Early Years

In Reception, Geography is taught through **Early Learning Goal: People, Culture and Communities**. Children at the expected level of development will be able to: 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.

Key Stage 1

In Key Stage 1, pupils investigate their local area and a contrasting area in the United Kingdom or abroad. They find out about the environment in the different areas, about the people who live there and identify human and physical features of a place. They begin to learn about the wider world. They carry out geographical enquiry inside and outside the classroom. In doing so, children ask geographical questions about people, places and environments, and use geographical skills and resources, such as maps and photographs.

Planning in each Key Stage is based around a central theme and a big question. There are 3 phases of

curriculum planning and these are based on the KS1 NC and the EYFS.

- Long term plans- *one year cycle for FS2 1 and two year cycles for Year 1 and 2*
- Medium term plans- *details of each unit of work for each half term*
- Weekly/short-term plans-*includes specific objectives and outcomes for each session*
- In both Key Stages, children will have the chance to develop skills and knowledge through outdoor learning and continuous provision in the classroom

Assessment and recording

Assessment in Geography is an integral part of the teaching and learning process. Children's work and progress are assessed during lessons and feedback given at the earliest opportunity. A range of formative assessments are used e.g. questioning, discussion and marking, following the school's marking policy and pupil interviews. Attainment is assessed on a termly basis. Group assessments are carried out by the class teacher and data recorded on EAZMAG.

Geography and Inclusion

At our school, we teach Geography to all children, whatever their ability and individual needs. Geography forms part of the school curriculum policy to provide a broad and balanced education for all children. Through our Geography teaching, we provide learning opportunities that enable all pupils to make good progress. We strive to meet the needs of those pupils with special educational needs, with English as an additional language, those with disabilities and gifted and talented pupils and we take all reasonable steps to achieve this. We recognise that there are children of different abilities in all classes and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child and providing support where necessary.