



Geography Policy Policy Statement

Vision

Through the teaching of Geography we are preparing our children for living and working in a rapidly changing world. The Geography curriculum is planned around the vision that "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 a deep understanding of the Earth's key physical and human processes (Geography Programmes of study, National Curriculum in England, September 2013).

Geography is learning, from the real world, about the real world, in the real world

Intent

At St Mildred's; we aim to provide positive, interactive learning experiences in Geography, where achievements and positive learning attitudes are celebrated, so that:

- Children develop knowledge about the world, the United Kingdom and their locality
- Children understand basic subject-specific vocabulary relating to human and physical geography
- Children are able to use geographical skills, including first-hand observation, to enhance their local awareness.

The national curriculum for geography aims to ensure that all pupils:

- 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 needed 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.

Implementation

We strive to achieve our vision for pupils by:

- Stimulating children's interest in and curiosity about their surroundings.
- Creating and fostering a sense of wonder about the world.
- Provoking and answer questions about the natural and human world.
- Increasing the children's knowledge and understanding of the world they live in.
- Inspiring a sense of responsibility for the environments and people of the world.
- Helping children acquire and develop their skills; especially that of enquiry, observation, measurement and collecting and sorting data.
- Allowing children to learn graphic skills, including how to use, draw and interpret maps.
- Linking Geography to other areas of the curriculum

At St Mildred's we plan through an experience led, topic-based curriculum approach to learning and extends the principles of the Foundation Stage and its seven areas of learning into key stage 1. It focuses on the skills that need to be learnt and this encompasses the National Curriculum. We plan an overview of the year and our topics and experiences and this is then broken down into two stages: medium and short term planning

- It is through our medium-term plans that we take these themes and plan our geography activities to cross link with our other areas of the curriculum. This planning is done in year group teams
- Class teachers across year groups also plan weekly and set out activities to be focused on and lesson objectives.

Where it is not possible to link the Geography objectives to a topic then some objectives are taught explicitly. We build upon the prior learning of the children to ensure the progression of vocabulary, knowledge and skills is clear.

Geography in the Early Years Foundation Stage

In the Foundation Stage, geographical study is taught within 'Understanding the World: People and Communities / The World' aspect of the Foundation Stage. We start from pupils' own experiences and by looking at their immediate surroundings e.g. their home and the school environment. They will develop a sense of place, become interested in the natural world, find out about their local area and identify what they like and dislike. Using lots of exploration and investigation, our children learn to respect and value the world in which we live.

Assessment

Our assessment helps children to understand how well they are doing and how they can improve in Geography. Teachers use their assessments to reflect on the effectiveness of their planning and teaching in Geography, and to monitor children's progress. The impact of assessment is to help raise children's achievement in Geography. In the EYFS, assessment takes place through observations, photographs and video recordings, both on Tapestry and on paper / sticky labels. Attainment is measured against the Early Learning Goals at the end of the year. Assessment in Key Stage One is recorded in topic books, in line with our marking and feedback policy.

Children's achievement in Geography will be reported in their end of year report.

Equal opportunities and Inclusion

All children regardless of race, gender or ability have equal access to Geography in order to develop their personal Geographical capability. We carefully plan, monitor and assess to ensure all of our pupils feel valued. We aim to teach children to uphold where applicable British values and a mutual respect and tolerance of these with different faiths and beliefs.

Geography and SEN

At St Mildred's we believe that all pupils are entitled to a broad, balanced and relevant curriculum and teachers match the learning to the needs and abilities of all of the pupils. We use a range of strategies to develop the pupils' knowledge, understanding and skills. Where appropriate, materials are modified or support is provided to enable pupils with SEND to access the learning. In every lesson there are a range of strategies used to ensure inclusion of all pupils. These include:

- Adult support
- Quality first teaching to ensure the way lessons are planned and delivered meet the children's needs
- Parallel activities to ensure children are working towards the same objectives
- Visual aids
- Pre teaching of specific skills prior to the lesson
- Sharing objectives and success criteria visually as well as verbally
- Peer support

How to help your child at home

Please talk about Geography in a positive way!

- Encourage your child to talk about what they have been doing and learning in school.
- Give your child opportunities to look at maps and plans. For example when you are going shopping or to visit friends or relatives show them where you are going on a map. Look at weather forecasts on tv and begin to point out the location of the UK countries and where we are located.
- Buy postcards and take lots of pictures of different places. Holidays are great times to learn about different places and cultures.
- Take your child on different types of transport. Children love trains, bikes and buses. This gives them a different view of their surroundings.
- Try to answer or find answers to their frequent 'why' questions. Children are naturally inquisitive and want to know about the world around them.

Impact

By the end of KS1 children at St Mildred's should be able to:

- Name and locate the world's seven continents and five oceans, four countries and capital cities of the United Kingdom.
- Understand geographical similarities and differences (human and physical) of a small area of the United Kingdom, and of a small area in a contrasting non-European country.
 - Identify weather patterns, hot and cold areas of the world and using basic geographical vocabulary.
- Use world maps, atlases and globes, using simple compass directions (North, South, East and West) and locational and directional language (near, far; left, right) in map work. Using aerial photographs and plans, devising a simple map with a key, using fieldwork and observational skills to study the human and physical geography of our school, its grounds and locality.
- Develop a curiosity about the world and its people that remains with them in their next steps in KS2 and onwards in their lifelong learning.
 - Begin to build a bank of knowledge about the world, the United Kingdom and their locality.
- Become confident in their understanding and use of simple vocabulary relating to human and physical Geography and are hence able to articulate their geographical knowledge, observations and comparisons.

Please also see our Progression Document in line with this.

USEFUL WEBSITES

CBeebies TeaCupTravels

<http://www.bbc.co.uk/cbeebies/shows/teacup-travels>

CBeebies—RealWorldAdventures—

<http://www.bbc.co.uk/cbeebies/shows/tweenies>

WildlifeWatch—<http://www.wildlifewatch.org.uk>

Royal National Lifeboat Association—

<http://rnli.org/safetyandeducation/teachersandyouthleaders/resources/downloadresources/Pages/default.aspx>

Road Safety—<http://talesoftheroad.direct.gov.uk>

Environment—<https://www.gov.uk/government/organisations/environment-agency> Past and Present—

<http://www.kellner.eclipse.co.uk/gretton/village/>

The Island School on Papa Westray—

<http://www.papawestray.orkney.sch.uk/>

