



# Geography Policy

## Intent

The manner in which our curriculum is organised enables all children, including those with additional needs and EHCPs, to fully participate in learning activities. Our Achieve curriculum ensures:

All children are provided with the very best learning experience.

Classrooms are stimulating and a safe space where children develop their love for learning.

Happiness of all is paramount.

Individual needs are recognised and met; an inclusive curriculum for all.

Every child is engaged, motivated, challenged and inspired across all curriculum areas.

Voices of the children are heard and listened to, ensuring that they are at the heart of everything we do and every decision we make.

Each and every child makes the best possible progress, leading to lifelong academic and personal achievement.

We have developed an active approach to learning and teaching which enables us to respond to the needs of our children as they move from Nursery to Reception and then on to Year 1 and 2.

Our geography curriculum links to the Early Years Foundation Stage within Understanding the World (UTW) and the National Curriculum Geography objectives. It inspires in pupils a curiosity, fascination and understanding about the world around them and its people that will remain with them for the rest of their lives. Teaching equips our 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.

As with all learning in our school, the teaching of geography starts with the children and expands outwards to world around them.

It gives children the geographical skills and knowledge needed to explore the world. It inspires the children's curiosity to encourage them to ask, and find answers to, their questions.

The teaching of geography in our school enables the learning about the geographical human and physical factors around them, extending out to the whole world. Children make

connections and build on their own knowledge. Children explore different environments on trips and are encouraged to use all available resources to research information.

## Implementation

Our approach to all children as individuals including those with SEN alongside our accurate ongoing assessment together with our curriculum organisation (see curriculum teaching and learning and assessment document) mean that all children, including those with additional needs, can access the curriculum on offer.

Pupils in the Early Years Foundation Stage are taught to know about similarities and differences in relation to places, objects, materials and living things. This is taught throughout many contexts of learning and then revisited through continuous provision. They also talk about the features of their own immediate environment and how environments might vary from one another. They use their ego-centric nature to understand their own environment and then begin to compare that of their friends, e.g. houses. This knowledge about the local area is supported by a trip to a local setting. The children then move on to looking at other environments further afield. These comparative environments will always relate to the current theme and challenges the wow moment has presented. They also make observations of animals and plants and explain why some things occur and can talk about changes. These are related to the current theme and stem from the children's interests.

Children in Key Stage 1 are taught through three areas of learning.

### **Location 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**

- 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
- 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

These are taught through the current theme and include the children's interests. These objectives are supplemented through a number of trips in the local area depending on their current theme. For example: the local area, the Lawns, Antony House and Pentillie Castle.

Skills across all areas of the geography curriculum are taught and revisited throughout each term to promote greater depth of understanding, developing skills, contextual application of these skills and the ability to perform reflectively. Children spend sufficient time on each area of the curriculum to secure their learning and enough depth to secure their understanding. Teachers use the school's Progression of Skills to ensure that new knowledge and skills build on what has previously been learnt.

### **Assessment**

Progress is tracked through the school's comprehensive assessment documents which have specific end points that the children are assessed against, in the form of 'I can' statements.

These 'I can' statements link directly to what has been taught in the Programme of Study.

Children will need to demonstrate that they have achieved the statements within their independent work, over time and in a range of contexts. Teachers will need to draw on a range of evidence (learning journeys, floor books, work books) alongside their summative assessments to inform their final teacher assessment.

## **Impact**

Children, including those with additional needs and EHCPs, leave us as independent learners. Our knowledge of research relating to one to one support ensures that children do not become reliant upon adult support to complete their learning activities.

The Programme of Study for Geography shows that children are building upon the skills and knowledge they are gaining each year and teachers are aware of what the children have previously learnt and where they are going next.

Children have a wide understanding of the world around them. They have an appreciation for the natural world and an understanding of how geography affects their local area and the impact it has. Children use this knowledge to deepen their understanding of the interaction between physical and human geography and how this affects landscapes and environments. They understand how to care for their own environments.

When children leave us they can:

- Name and locate the continents and oceans of the world

- Name, locate and identify the countries of the United Kingdom
- Recognise geographical similarities and differences by studying human and physical features of the United Kingdom and contrasting non-European country
- Identify weather patterns in the United Kingdom
- Identify the location of the hot and cold areas of the world and their relationship to the equator
- Use resources to locate countries
- Use compass directions and language to describe location and features when mapping

### **Review**

This policy will be reviewed as appropriate by staff and governors.

### **Effective date**

Reviewed June 2021

Next date to be reviewed September 2022