

Geography Policy

At Thorpe Acre School we believe that:

Geography helps to provoke and answer questions about the natural and human worlds, encouraging children to develop a greater understanding of their world and their place in it.

It helps to develop a range of investigation and problem-solving skills that are transferable to other curriculum areas

Intent

In accordance with The National Curriculum and Development Matters Guidance, at Thorpe Acre Infant School, we intend to:

Provide experiences for pupils to learn about their local environment, community as well as the wider world.

Teach Geography through topics that are inspiring and aim to develop children's natural curiosity.

Develop children's skills in recognising, describing, explaining, comparing and evaluating human and physical geographical elements with technical vocabulary being accurately used and applied.

Promote the skills for independent and evaluative thinkers who have empathy for how others live and to develop an awareness, respect and curiosity for different cultures and societies and the physical world around them.

Give children the opportunity to ask questions, make links, allowing them to make sense of the world around them.

Give children opportunities to work collaboratively and through the use of field work and other experiences.

Geography at Thorpe Acre Infants is accessible to all learners, regardless of individual starting points

Implementation

Early Years Foundation Stage (EYFS)

In the EYFS we explore geographical themes and content through the Understanding the World strand of the EYFS curriculum. We aim to provide an engaging, supportive environment with which the children explore and make new discoveries about the world around them. We start each term with the whole school

topic, where children have focused vocabulary and objectives to cover. From this starting point we then extend our learning and activities through the children's interests- making it relevant to our children. Key learning may be introduced as a group or in the moment so that children are scaffolded in a way that suits them. Resources and materials are carefully thought about, to support children's development and enquiry of key geographical skills, while also encouraging geographical vocabulary. Children's interests and ways of learning are also incorporated, and materials are provided to record findings. Children have access to these resources in our indoor and outdoor provision and also within weekly Forest School Sessions, where the children are engaging in our local environment. We try to use our local environment as much as possible so that all children can have these experiences and be immersed in the relevant vocabulary.

Over the year children will:

People, Culture, Communities:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

The Natural World:

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

At the end of each term, the children create pages to show what they have learnt through their topic work. A collection of children's work, evidence of independent learning, children's voice, observations and home learning is added to the class Topic Evidence Book.

Children are assessed termly against the Development Matters Document and at the end of the year a descriptor of emerging or expected is given. Parents are provided with an annual end of year report.

Key Stage 1

The children's experiences of exploring the world around them in the EYFS is built upon and extended in Key Stage 1 through a mixture of designated lesson time and

cross- curricular experiences. In key Stage One, Geography is integrated into the school's 'topic' work and the coverage content is set out in the long-term curriculum plan which is organised into a three- yearly cycle. There is also a skills progression document we use alongside this to ensure curriculum coverage and progression between year groups. We ensure each year that we cover certain aspects of the Geography curriculum using our locality, so that the children can have these first-hand experiences, to deepen their understanding of what places are like.

Each year the children will cover:

Location Knowledge

Place Knowledge

Human and Physical Geography

Geographical skills and field work

The children are encouraged to ask questions and develop their own lines of enquiry, using research skills to facilitate this.

To promote the development of speech and language within Geography and giving children the opportunity to embed the vocabulary we provide our children and families with a vocabulary organiser at the beginning of a topic. This gives children the key vocabulary they will need to understand and use, it gives an image to support understanding and a definition. This is then referred to in the end of topic retrieval activity

Assessment is formative and often given verbally alongside the individual. Evidence is also recorded in the children's topic book and an end of topic retrieval activity is carried out by each child at the end of a topic. Children also create a 2-page spread to evidence about what they have learnt, which they have ownership of and is personal to the child.

Children's overall progress in Geography is reported to parents in an annual, written report.

Impact

- Children are excited to learn about the world around them and are investigative learners.
- Children will have developed the geographical knowledge and skills to help them explore, navigate and understand the world around them and their place in it.

- Children will develop a deep knowledge, understanding and appreciation of their local area and its place within the wider geographical context.
- Children develop skills of interpreting a range of Geographical information e.g. maps, aerial photos.
- Children understand and use subject specific vocabulary relating to human and physical Geography.
- Children understand the interaction between physical and human processes and how this affects landscapes and the environment.
- Children are confident to ask and explore questions to further their own Geographical knowledge and understanding.
- Children gain fieldwork and observational skills to study their local environment.

At Thorpe Acre Infant School we can judge the success of our geography curriculum in the following ways:

- Learning walks (including those with governors and external visitors) –do they show evidence of our intent in action?
- Learning environment – is it rich in language to support children’s learning, does it support independence?
- Planning – is it allowing children to gain knowledge and master skills, does it meet the needs of all learners? Is it following a geographical enquiry approach?
- Topic Books – is presentation of a high standard and are children making at least expected progress from their various starting points?
- 2- page spread- what do the children know? What have they learnt?
- Data – is attainment and progress in line with National averages, do all groups achieve as well as they should? What provisions are in place to support children who aren’t making progress?
- Geography co-ordinator conducts pupil voice meetings after a geography focus where performance is analysed against individual and school targets.

Resources

All classroom areas have a supply of basic resources to support the teaching of Geography.

All other, more specialised resources are kept in the central curriculum resource cupboard.

Resources are replenished as needed and in line with the requirements of each year groups units of work

Monitoring the Policy

The Geography Co-ordinator will monitor the implementation of the policy regularly. This policy will be reviewed and approved by the Governors and co-ordinators every two years, or as and if development in the subject lend themselves to an early review.

Policy Date:

Review Date: