



CROFTLANDS INFANT AND NURSERY SCHOOL

Geography Policy

Aims & Objectives

Geography is a valued part of the curriculum, providing a purposeful means for exploring, appreciating and understanding the world in which we live and how it has evolved. Geography explores the relationship between the Earth and its people through the study of place, space and environment. In Geography, pupils learn the skills of understanding a locality and how and where people fit into its overall structure. Geography encourages children to learn through experience, particularly through practical and fieldwork activities. We are committed to developing and stimulating the children's interest in their own surroundings and an understanding of the world in which they live. We aim to enhance the children's sense of responsibility for the care of the local and wider environment. The national curriculum for geography aims to ensure that all pupils by the end of each key stage, know, can apply and understand the matters, skills and processes specified in the relevant programmes of study.

Our teaching aims are:

- To enable the children to develop a knowledge and understanding of real places.
- To develop and stimulate children's interest in caring for the environment.
- To encourage the children to talk and ask questions about places and people.
- To develop the early skills and techniques which are needed to study geography, e.g. map work, fieldwork and Information Communication Technology (ICT).

Teaching & Learning

Key Stage 1 Pupils are taught about:

Location knowledge

- Name and locate the world's seven continents and five oceans.
- Name, locate and identify characteristics of the four countries of the United Kingdom and its surrounding seas such as flags, emblems and capital cities.

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 to refer to:
 - 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.

Geographical skills and fieldwork

- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.
- Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map.
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.
- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

The Early Years Foundation Stage

In the Early Years Foundation Stage pupils learn about their world through the ‘Knowledge and Understanding of the World’ area of development. The development matters statements support the curriculum planning for children from birth to age five and forms the foundations for later work in Geography. These early experiences include: exploring and investigating, drawing on their own personal experiences and observing closely using their senses. They will also include using age appropriate software and technology.

Differentiation

In all classes there are children of differing ability and age. We recognise this fact and provide suitable learning opportunities for all children (including those who may be gifted and talented or have additional needs) by matching the challenge of the task to the ability of the child. We do this by:

- Setting common tasks which are open ended and can have varied responses.
- Providing different resources depending on the ability of the child.
- Teacher or classroom assistant support, individually or in groups.

Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability.

Assessment

We assess the children’s work in Geography by making informal judgements as we observe the children’s responses to questions and set tasks.

Subject lead; Mr Daniel Stewart