

COTTESBROOKE INFANT SCHOOL

GEOGRAPHY POLICY

Revised June 2017

Why Teach Geography?

Geography provokes and answers questions about the natural and human worlds. It develops knowledge of places and environments throughout the world, an understanding of maps and a range of investigative and problem-solving skills both inside and outside the classroom. As children study Geography, they encounter different societies and cultures. This helps them to realise how nations rely on each other. It can inspire them to think about their own place in the world, their values, and their rights and responsibilities to other people and the environment.

Aims

The aim is that through carefully planned practical activities and structured and unstructured play, our young children will learn more about the world they live in and the people they encounter. During Key Stage 1, the aim is that children will learn about themselves and the world by investigating their local area and contrasting areas in the UK or abroad, finding out about the environment in both areas and the people who live there, and think about weather patterns in the UK and other areas of the world in relation to the Equator. They will also carry out geographical enquiry inside and outside the classroom using geographical skills and resources, as well as building a bank of subject specific vocabulary to describe and name the features of different areas in their locality and around the world

In the Foundation Stage, Geography is not viewed as a separate subject but comes under the learning area of Knowledge and Understanding of the World. The aim is that through carefully planned practical activities and structured and unstructured play our young children will learn more about the world they live in and the people they encounter.

During Key Stage 1 the aim is that pupils will learn about themselves and the world by investigating their local area and contrasting areas in the UK or abroad, finding out about the environment in both areas and the people who live there. They will also begin to learn about the wider world and carry out geographical enquiry inside and outside the classroom using geographical skills and resources.

Alongside the development of knowledge, skills and understanding we aim to develop in all children a positive attitude and disposition towards education and in particular an enthusiasm for knowledge and learning and a confidence in their ability to be successful learners. We are continuously aiming to raise the standards of achievement of pupils in Cottesbrooke Infant and Nursery school.

Planning

A medium term plan is developed to identify content to be taught.

Medium Term Planning

This is carried out half termly within each year group. In the Foundation Stage there will be a geographical element to the planning for Knowledge and Understanding of the World. In Key Stage 1 there may not be a geographical unit of learning every half term but over the year all necessary areas will be covered. Care is taken to ensure that there is progression and development across the year groups and that any prior learning necessary is built into the planning at this stage. Plans are produced detailing work to be covered in terms of learning goals and activities.

At the end of each unit, teachers inform the Humanities coordinator of the successful completion of the planned work or any changes deemed necessary when revisiting the topic. Teachers are directed to the next Geographical curriculum statement to plan and cover with children at this point.

CROSS CURRICULAR LINKS

There are many cross curricular links for Geography especially the evident links with Literacy and Maths. The use of geographical resources such as maps and photographs can develop links with Art and Design and there are close links between historical and geographical change. Music and Art from around the world provides a deepening understanding of different places and cultures.

In the Early Years the links are even more evident because of the structure of the Early Learning Goals and the less formal timetable.

LINKS WITH ICT

ICT is very valuable in geographical learning and a range of skills, methods and resources are used:

- Programmable toys (eg used to develop instructions for following a route)
- A digital camera is used to record people, places and events outside the classroom
- The Internet and CD ROM's are among the secondary sources of information used for gathering reference material

PERSONAL, SOCIAL, HEALTH EDUCATION AND CITIZENSHIP LINKS WITH GEOGRAPHY

Geography gives pupils opportunities to learn to value relationships, for example:

- By accepting and, where appropriate, respecting differences
- Co-operating with others in pursuit of shared goals
- Understanding how and why other people may think, feel, create, behave and live differently

- Learning how to appreciate difference and diversity whilst recognising common values which cross cultures

Geography gives pupils opportunities to learn to value society, for example:

- Acquiring the will and the ability to be responsible members of local, national and global communities
- Taking some responsibility for their own well-being
- Understanding society as a mixture of different local, regional, national and international cultures
- Understanding how cultures interact and societies change

Geography gives pupils the opportunity to learn to value the environment, for example:

- Understanding and appreciating the interconnectedness of all forms of life
- Reflecting on and celebrating the earth and universe as sources of sustenance, inspiration and challenge to human activity
- Accepting stewardship of habitats, species and the environment shaped by humanity
- Understanding and appreciating the universe in which we live

Geography gives pupils opportunities to learn to value themselves, for example:

- By reflecting on and questioning their values, emotions, feelings and interpretations
- By balancing their rights and responsibilities and those of others when making decisions
- By understanding the contribution they make to local, national and global communities
- Taking responsibility for their own lives
- Recognising how they are affected by a range of cultural influences.

PROBLEM SOLVING AND THINKING SKILLS

Many geographical activities are based on first hand experiences that encourage exploration, observation, problem solving, prediction, critical thinking, decision making and discussion. In addition to this study of people and places outside our own experience provides an opportunity to develop empathy, imagination and other abstract thinking skills. There are opportunities to work individually and collaboratively with others to solve problems both alongside adults and independently.

TEACHING METHODS AND APPROACHES

At Cottesbrooke Infant and Nursery School Geography is taught through a variety of teaching methods and approaches. These may include at various times:

- Flexible use of resources (such as photos, maps, globes, books, videos and ICT resources)
- The use of displays and children's literature
- Direct teaching of skills and knowledge
- The use of carefully framed key questions to encourage higher thinking and second level vocabulary
- The opportunity for children to discover and learn using enquiry and investigative methods independently, in pairs and in groups

ORGANISATION

Specifically focused Geography teaching in KS1 is arranged in half termly blocks. This is delivered during 'topic work' which usually takes place in the afternoons.

In Year 1, children focus on countries within the UK and their capital cities, the location of hot and cold countries in the world, using simple fieldwork to study the Geography of their local environment and identifying human and physical features using geographical vocabulary.

In Year 2, children progress onto locating and naming the seven continents and oceans, using compass skills to develop locational and directional language, identifying human and physical features and discussing geographical differences of a small area of the UK and that of a contrasting non-European country.

In the Early Years there is a more fluid approach with geographical elements in some of the learning activities in each term.

DISPLAY

At different times the display areas in the hall, entrance, year group areas and classrooms may have a geographical focus and as such provide a learning tool and a means of valuing and presenting children's work.

ASSESSMENT AND RECORD KEEPING

Assessment of children's progress is made informally over a period of time. They may include observing pupils' work, involving children in assessing their own work, questioning, talking and listening to pupils and considering the materials produced by the children.

Short term informal assessments by the teacher are continually taking place and may inform the delivery and structure of the next stage of learning. Each class uses an assessment tool based on attainment targets to show progression throughout the year through Target Tracker. This is used to inform teaching and learning in KS1.

REPORTING

All parents receive an annual report of children's progress in the final term and have an opportunity to discuss this with the teacher. In the other terms there is an opportunity to look at children's work and/or talk to the class teacher. Parents can also make an appointment at any stage in the year to discuss their child's work and/or progress.

RESOURCES

Resources for the delivery of the Geography curriculum are stored centrally.

EQUAL OPPORTUNITIES

As staff, we endeavour to maintain an awareness of, and provide for, equal opportunities for all pupils in Geography. We aim to take into account cultural background, gender and special needs, both in our teaching attitudes and in the materials we use with our pupils.

FUNDAMENTAL BRITISH VALUES AND UNIVERSAL VIRTUES

Cottesbrooke Infant & Nursery School promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. We also promote the universal virtues of courage, compassion, self-discipline, justice and humility. Where relevant, these values and virtues should form part of the teaching of Geography.

Actively promoting these values and virtues means challenging opinions or behaviours in school that are contrary to fundamental British values.

It is not necessary for staff to 'promote' teachings, beliefs or opinions that conflict with their own, but it is unacceptable for staff to promote discrimination against people or groups on the basis of their belief, opinion or background.

CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

Wherever possible we aim to fully include pupils with SEN in all school activities. Where necessary individual children's specific needs will be discussed with the Inclusions Manager and an Individual Education Plan may be drawn up. Some pupils may receive extra help in the form of modified tasks or equipment and/or support staff such as integration assistants and Pupil Support services.

Pupils who are particularly gifted or talented in any area of Geography will have some extension and enrichment activities planned for them.

HOMEWORK

There is no specific homework set for Geography.