



Holtsmere End Infant and Nursery School
Geography policy

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Signed:

Nicola O'Connell – Headteacher 

Jane Bisseker – Chair of Governors 

Curriculum Intent Statement

At Holtsmere End Infant and Nursery School we are passionate about promoting and instilling a love of learning and an appreciation of what the natural and creative world has to offer. In a nurturing and caring environment, we want our children to feel safe to learn and gain the knowledge and skills to become independent thinkers and learners. Through challenge and a culture of high expectations we allow our children to persevere and build resilience; necessary skills for life and the ever-changing world. We do not make assumptions about our children and our families. We ardently believe that all the children in our care deserve the right to the very best education and experiences. Our purpose is to provide a memorable education; one that will inspire and allow our children to believe that they can be whoever and whatever they want to be.

Geography

Rationale

A high-quality 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. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

The 2014 Primary National Curriculum in England, Geography

Aims

Through the Geography curriculum we aim to help children to:

- Foster an enthusiasm for and an interest in Geography
- To arouse awareness of the local environment and use appropriate vocabulary to describe observations and express opinions.
- To raise awareness of other environments through stories, visits, photographs, IT and artefacts.
- Develop a contextual knowledge of the location of globally significant places
- Develop an understanding of the Earth's key physical and human processes
- Recognise that the environment changes over time due to human and natural processes
- Develop the use of geographical language and skills
- Develop an empathy with people from other cultures
- Begin to make comparisons between places
- Recognise that land and buildings are used for different purposes
- Develop geographical skills and techniques to find out about places through enquiry
- To be able to collect, analyse and communicate data gathered from personal experiences and fieldwork

Objectives

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The pupils will achieve these aims by:

- Visiting a variety of places to make first hand observations
- Participating in regular fieldwork experiences
- Undertaking studies of different parts of the world
- Using secondary resources to support study
- Making and using maps and plans including IT
- Studying the way the environment effects an area and how this is continually changing
- Developing questioning skills and the use of appropriate geographical language
- Presenting data in a variety of ways using IT

Geography Curriculum

A whole school long-term plan has been devised in order to provide a framework for the Geography taught within our school. Throughout Key Stage 1 the Geography curriculum will be planned and taught using advice and guidance from the National Curriculum. The Geography taught in Nursery and Reception is governed by the Early Years Foundation Stage Framework. The school believes that children are taught using a 'hands on' approach.

Topics will be taught in blocks and generally one will be taught during a half term. The topics covered will be in yearly teaching cycles, with a mix of Geography and History in each year group. Collaboration between teachers from Early Years and Key Stage 1 will take place during planning to ensure coverage and consistency.

The children will be encouraged to use appropriate geographical language and skills and to undertake fieldwork in the locality. They will learn to follow directions, make and use simple maps, identify areas on maps and globes and to develop an increasing understanding of their place in the world.

Continuity and Progression

The whole school long term plan aims to ensure progression and continuity in the knowledge and skills of Geography. The topics cover the curriculum specified in the National Curriculum. Making links between aspects of Geography studied is encouraged, enabling children to build upon previous skills and experience. The skills of geographical language and interpretation are revisited throughout the Key Stages reinforcing and extending the understanding of the pupils.

Teaching and Learning

The use of a variety of enriching teaching approaches and of resources is encouraged through:

- A 'Stunning start' factor at the beginning of each topic- Geography Georgie, a soft toy-travelling alien' has been introduced in all classes during geography time so that children clearly understand that they are learning about Geography. They will understand what the subject Geography means and the type of things they will learn in Geography lessons.
- Use of teacher presentations, role-play and storytelling.
- Opportunity for question and answer sessions, discussions and debates about topical

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- issues.
- Individual, paired and group research and presentations opportunities.
- Use of photographs, pictures, food, maps and globes.
- Inclusion of IT- interactive white board and internet resources, videos, TV and other visual and audio resources.
- Fieldwork, visitors and visits to places of geographical interest especially in the local area.
- The teachers will ensure basic skills are taught in the teaching of Geography.
- Teachers will apply English, Mathematics and IT skills where it is appropriate to do so. Links are also recommended between Science, Design and Technology, Music and Art wherever possible. A cross-curricular approach is encouraged where appropriate and not tokenistic. This makes it more likely that a rich curriculum can be delivered, as well as providing a more creative, enjoyable approach to teaching and learning.

Equal opportunities

All children will have equal access to the Geography curriculum. All children will be challenged and stretched. Children will work as a whole class, group, pair or individually. Children with additional educational needs will be supported as appropriate.

Assessment, recording and reporting

- Teachers will make assessments during lessons through observations and record on their 'feedback sheets'.
- Teachers will also assess the pupils understanding through discussion and questioning.
- Parents can discuss their child's progress with the class teacher on two parents' evenings.
- Parents receive an annual report on their child's progress at the end of the year.

Subject Monitoring

All teachers have an overarching view of all of the foundation subjects and during regular staff meetings we will discuss the progress of geography as a subject across the school as a whole. Members of the Senior Leadership team will monitor books, planning, provision and resources. 'Drop in's' will also take place regularly.

Subject Lead Roles and responsibilities

In collaboration with the Senior Leadership Team, the teaching team collaboratively will:

- Monitor standards of teaching and standards of work for Geography.
- Identify training needs and be aware of training courses.
- Maintain and purchase resources
- Be aware of current information and resources
- Provide support for colleagues
- Maintain links with the Governing body