

SANDWICH INFANT SCHOOL



Geography Policy

Aims

- To develop curiosity and fascination about the world and its people, encouraging children to ask questions and explore their surroundings
- To build knowledge of places, starting with the local area and extending to the wider world, helping children understand similarities and differences.
- To use geographical vocabulary to describe the world around them.
- To promote understanding of similarities and differences between places, environments and communities.
- To support children in making sense of the world around them, both locally and globally.
- To celebrate diversity and promote respect for different cultures and ways of life.

Management

The school has appointed Miss Jade Hancock as Geography coordinator. It is her role to support class teachers and ensure pupils receive their entitlement to the Geography National Curriculum and this policy. The Geography coordinator is also responsible for the Geography resources in the school and in ensuring that all children, in all classes, have the opportunity to be taught effectively and to make progress.

Staffing and Curriculum

The Geography coordinator is responsible for the long-term planning to ensure a rich, progressive curriculum. They will also make curriculum booklets. Class teachers are responsible for the medium-term planning, delivery and assessment of Geography for pupils in their care. Inset training will be available, in consultation with the Geography coordinator and Head teacher to provide further support for staff. There will be parity between classes to ensure appropriate curriculum coverage.

Long term planning is provided through knowledge and skills progression documents. The Geography coordinator provides practical support for planning. Year group teachers are responsible for developing medium term plans together, using the school's agreed planning format, detailing how the objectives will be delivered. These are supported and monitored regularly by the Geography coordinator.

Styles of Teaching

The children undertake a broad and balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. Through geography the children learn a range of skills, concepts, attitudes and methods of working.

Early Years

In Early Years, Geography is taught largely through play-based, experiential learning that builds on children's natural curiosity about the world around them. It is taught largely through the EYFS area of Understanding the World, covering ELG's such as People, Culture and Communities, and the Natural World. Children explore their immediate environment through indoor and outdoor provision, developing an understanding of their local area through walks, observations and discussions. Through activities such as role play, small world play, stories and hands on exploration, children begin to notice similarities and differences in places, people and environments. This early learning supports the development of key language awareness of the world, and a sense of place, providing strong foundations for geography in Key Stage 1.

KS1

In KS1, Geography is taught in line with the National Curriculum, building on pupils' understanding of their local area before extending to the wider world. Children study their local area of Sandwich and Deal, as well as comparing this to contrasting locations such as Antarctica and Africa. Through these studies, pupils develop an understanding of both human and physical features, learning to identify and describe elements such as cities, beaches, weather and landscapes. Teaching combines structured lessons with practical experiences, including the use of maps, atlases, and fieldwork, enabling children to develop key geographical skills, vocabulary and an awareness of the world around them.

Cross Curricular Links

The objectives will be delivered through the year group topic. It may be necessary to teach discrete units where cross-curricular links would be too tenuous. Links should be made to other curriculum areas when appropriate. Use of the outside area should be considered when planning, so that some lessons may be taught outside if appropriate.

Assessment

Assessment will be made informally by the teacher during lessons and used to inform planning and to facilitate support given to the children. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible, and marking work will be guided by the school's policy. A formal record will be kept of each child's progress under the headings of working towards, expected and greater depth, each time a unit is taught. These records will inform the statement made on the child's end of year report. The formal assessment will be passed onto the receiving teacher in September.

Standards to be achieved

By the end of Year R most children will have a foundation of understanding of geography setting them in good stead to begin the national Curriculum. By the end of Key Stage 1 most children should be at the expected level of the Geography National Curriculum based on teacher assessment. Some children who demonstrate a deeper understanding of comparisons between places, use geographical vocabulary confidently and apply their knowledge independently, will reach the exceeding level in Geography.

Extension Opportunities

Teachers will determine those children with greater ability in Geography through their assessment procedures and opportunities to extend their abilities will be provided by differentiated activities where appropriate. This will involve getting the children to reason and explain.

SEN

Differentiation and extra support will be used where appropriate to allow children with SEN to access the Geography curriculum. The curriculum booklets will support children with SEN by ensuring all pupils can access the learning, with opportunities to record understanding in a variety of ways, including verbally, through drawings or practical experiences.

Equal Opportunities

All pupils regardless of race, gender and ability will have equal opportunities to participate in Geography lessons.

Resources

Resources include atlases, globes, compasses and world maps. Curriculum booklets for work to be completed in are also found within the classroom.

Health and Safety

Visits are planned to enhance learning and give hands on activity. This often includes first hand experiences. Refer to the school Health and Safety Policy especially with regard to off-site visits.

Review

Miss J Hancock, Geography Co-ordinator

Next Review date: April 2027