

Beddington Infants' School

Policy for Geography

At Beddington Infants' School it is our intent for the Geography curriculum to inspire our children with a curiosity and fascination about the world and its people that will remain with them for the rest of their lives and ignite a love of learning.



Intent

The vision for our school is rooted in an understanding of, and respect for, the incredible capacity of every child.

With a focus on basic skills and strong academic achievement our curriculum has evolved to enable each child to engage at a high level and therefore to achieve his/her personal best. Our provision is inspired by the Italian **Reggio Emilia Approach**. It is an experiential provision for both children and adults.

'Tell me and I forget. Teach me and I remember. Involve me and I learn.' Benjamin Franklin

Children

- are respected as individuals with something valuable to say
- have a genuine input into the direction of their learning
- are empowered to engage fully with the learning process, to take personal responsibility and to develop skills for life
- are given a variety of opportunities to explore the world in which they live, indoors and outside, developing positive attitudes to all weathers
- are supported in developing positive relationships with children and adults across the school
- are given regular, meaningful opportunities to express themselves

Our aims in teaching Geography are that all children will:

- Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.

- be competent in the geographical skills needed to:
 - Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.
 - Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).
 - Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Implementation

Early Years Foundation Stage

Children have open-ended opportunities to explore Geography during independent learning. Structured, exploratory play occurs daily. Children have the opportunity to work collaboratively and individually, responding to open-ended questions posed by adults. Verbal feedback is a valuable way to take the children's thinking and learning further.

Resources are available during continuous provision to enable our learners to explore a range of skills independently. The permanent areas that link to Geography are the world, construction, technology and imaginative play. These are permanent areas in both Nursery and Reception.

Geography is linked to the following areas of learning:

- communication and language
- understanding the world

Ongoing observations are made in these areas to record and assess the development of skills.

Observations are recorded in children's individual learning journeys.

Key Stage One

Geography is taught in alternate half terms. The learning in Geography for each Year Group is topic based. Geography skills are taught alongside knowledge of the characteristics of specific places and climates through fieldwork.

Children will develop their Geography skills and knowledge through adult focus group learning and independent challenges across the learning environment.

Following the National Curriculum guidelines children learn about:

- Locational knowledge
- Place knowledge
- Human and physical Geography
- Geographical skills and fieldwork

The emphasis in our teaching of Geography is on:

- First hand interactive experience where possible.
- Discussions with targeted questions from different resources.
- Encouraging children to take control of their own learning.
- Using a variety of mediums and strategies to deliver knowledge.
- Ensuring children use this acquired knowledge in a variety of ways.

Planning in Geography is a process in which all teaching staff are involved.

- Long term plans/Curriculum Map
- Medium term plans
- Knowledge Organisers
- Weekly plans

- Plans are checked regularly by the Senior Leadership Team.

Children's progress in Geography is recorded through:

- Ongoing assessments, with a termly summative assessment.
- Photos/Videos/Artwork.
- Regular feedback.
- Pupil Voice.

Reporting to families occurs formally and informally through:

- Curriculum letters informing families of coverage.
- Sending learning home to be shared termly.
- Sharing Learning Sessions each half term.
- Open Evenings (3 per year).
- End of Year Reports.

Resources used include:

- Visits to places. e.g. local walks.
- A range of appropriate resources, including maps and compasses.
- Teacher's resources and reference materials.
- Computers and appropriate software.
- Children's books relevant to the topic.
- Interactive displays.
- Families

Pupils with additional needs:

When planning Geography activities, differentiation is considered so that all children can access the Geography curriculum.

A range of teaching strategies will be employed catering to the children's needs. For example a more practical approach or pictorial recordings may be used with children that find accessing the writing part of the Geography curriculum difficult.

Accelerated learners are given the opportunity to carry out further research into the area being taught. They will also be extended through different types of open questions that encourage the children to think more empathetically. Accelerated learners will be encouraged to work with increasing independence and taught the strategies with which to do so.

Diversity

We provide an inclusive Geography curriculum, which is appropriate and accessible to the needs and abilities of all pupils in accordance with the School's Equal Opportunity Policy. We use the pupils' personal experiences when learning about a range of cultures and traditions, reflecting our school community. We are committed to providing an unbiased curriculum.

Impact

At the end of EYFS children should have achieved the following Early Learning Goals:

Understanding the World (The Natural World)

Children at the expected level of development will:

- 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.

Understanding the World (People Culture and Communities)

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- 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.

By the End of Key Stage 1 children should be able to name the world's 7 continents and 5 oceans, using geographical vocabulary.

They should be able to name and describe the characteristics of the four countries of the United Kingdom. The children should be able to identify similarities and differences between a location in the United Kingdom and another non-European country.

They should be able to talk about daily and seasonal changes in weather, talking about hot and cold locations in relation to the equator, North and South Pole.

They should use a wide vocabulary of everyday geographical terms to describe both physical and human.

They should 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.

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