



ASHFIELD INFANT AND NURSERY SCHOOL

Geography Policy 2024-2026

Policy Details:	
Name of Subject Leader:	Miss Bethany Titterington
Named Link Governor:	Miss Michelle Jones
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Headteacher Signature:	<i>A. Perry</i>

Aims and objectives

At Ashfield Infant and Nursery School we aim to ensure pupils experience a wide breadth of study, with equality of opportunity for all children. Our planning is ambitious and challenging for all.

We aim to:

- To enable children to gain knowledge and understanding of places in the world and compare and contrast these;
- To increase children's knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country;
- To allow children to learn graphic skills, including how to use, draw and interpret maps;
- To enable children to know and understand environmental problems at a local, regional and global level;
- To encourage in children a commitment to sustainable development, and an appreciation of what 'global citizenship' means;
- To develop in children a variety of other skills, including those of enquiry, problem solving, computing, investigation, and that of presenting their conclusions in the most appropriate way.

Teaching and learning style

We use a variety of teaching and learning styles in our geography lessons. We believe in whole-class teaching methods, and we combine these with enquiry-based research activities. We encourage children to ask as well as answer geographical questions. We offer them the opportunity to use a variety of data, such as maps, statistics, graphs, pictures, and aerial photographs, and we enable them to use computing in geography lessons where this serves to enhance their learning. Children take part in role-play and discussions, and they present work to the rest of the class.

Geography curriculum planning

The school uses the New National Curriculum as the basis of its curriculum planning alongside the Curriculum Companion schemes of work for geography.

Our long-term planning maps the geography units studied in each term during each year group. We combine geographical study with work in other subject areas where possible. For example Climates and Weather studied in Year 2 when the date and weather chart are completed daily in our Reception classes.

Key Stage 1 teachers choose the knowledge webs from the Curriculum Companion from which they plan their topics to build a Geography schema for our children. We want our children to have a bank of knowledge that is linked and connected, not purely isolated facts.

Through teachers own knowledge and expertise they plan lessons that allow children to:

- investigate places
- investigate patterns
- Communicate geographically

The above concepts are explored through the Proof of Progress tasks at three levels, basic, advancing and deep. In Year 1 the children delve into their Geographical studies at a basic level to help build the schema and connect their knowledge. In Year 2 the children revisit prior learning and then continue with basic skills while progressing onto advancing.

In the Early Years Foundation Stage the children develop concepts and skills linked to Geography through a variety of strands of the curriculum including Communication and Language, Maths, Reading, Personal Social and Emotional Development as well as Understanding the world. We plan to meet the requirements of the Early Years Foundation Stage 2023 through our long and medium term planning, which includes a mixture of adult led activities and purposeful interactions within the provision. These contribute towards our younger children becoming Geographers. The children's learning is evidenced through work in their books and on tapestry, which is shared with parents.

The contribution of Geography to teaching in other curriculum areas

Geography makes a significant contribution to the teaching of English in our school because it actively promotes the skills of reading, writing, speaking and listening. Oracy is a key component to all of our lessons, and particularly in Geography as the children articulate their ideas through paired, group and whole class work.

The teaching of geography in our school contributes to children's mathematical understanding as they create maps, study space, scale and distance and also use graphs to explore, analyse and illustrate a variety of data. This links closely to Science and Forest school as the children explore seasonal changes, weather, plants and animals (including humans), habitats and material in their immediate local environment.

Geography contributes significantly to the teaching of personal, social and health education and citizenship. As the children learn how to help our world, discussing the big issues of climate change and recycling. Our school council and eco warriors support and promote this in classes.

Geography and computing

Computing enhances the teaching of geography in our school. Software such as Purplemash is used to promote independent learning and teachers can set tasks for children to complete at school or at home to support and extend children's knowledge and skills. Children use resources such as beebots to learn about position and direction and develop map work skills.

Geography and Inclusion

All children have equal opportunities and access to the curriculum whatever their ability and individual need, gender or race. Teaching of Geography forms part of a broad and balanced education, which can be done through differentiated tasks, adult support and the use of ICT where necessary. Through our geography teaching we provide learning opportunities that enable all pupils to make good progress whatever their level of ability.

Assessment

Teachers analyse pupils' progress at the end of each school year to complete the annual report to parents. This is achieved by analysis of a range of evidence, including common assessment tasks and observations. These assessments record the attainment (in terms of historical knowledge, understanding and skills) achieved by the majority of the pupils in the year group, but also show those who are above, well above and below. This is recorded on Scholarpack.

Fieldwork

Fieldwork is integral to good geography teaching, and we plan opportunities to involve children in practical geographical research and enquiry in their local environment. We believe that children should be given the opportunity to observe and record information and experience the real world. We

recognise that regular high quality outdoor learning is crucial for all children, especially in the EYFS. In Key Stage 1 the children take part in educational visits to St Bees and Keswick.

Monitoring and Review

The monitoring of the standards of children's work and of the quality of teaching in Geography is the responsibility of the subject leader and the Geography subject governor, this is then shared with the Senior Leadership team.

Monitoring is done in the following ways:

- classroom observations
- monitoring of children's books and work
- pupil and staff voice
- Meetings with the Geography governor to discuss subject development in school

The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in Geography and providing a strategic lead and direction for this subject in the school.