



*Inspire Learning, Ignite Curiosity*

## **Marlow C of E Infant School Geography Policy 2023**

***Then God said, “Let us make humankind in our image, in our likeness”***

***Genesis 1:26***

### **Rationale**

At Marlow Church of England Infant School our curriculum vision is to inspire learning and ignite curiosity, within a welcoming Christian and spiritual community. We embrace the uniqueness of everybody and are inclusive of all. Our values of respect, kindness, perseverance, forgiveness, thankfulness and service guide all that we do and our aim is for every child to feel nurtured, supported and safe.

Our belief is that every individual is created in God’s image and therefore is precious and valuable. We believe in treating everybody with respect and dignity because we acknowledge everyone’s God given value and unique identity

We aim to achieve this by providing children with the opportunity to work towards achieving their full potential by:

- Embracing the uniqueness of everybody and be inclusive of all
- Empowering all to be enthusiastic learners
- Ensuring that every child feels nurtured, supported and safe
- Enriching learning through progressive teaching methods and technology
- Being responsible to and for society
- Being good citizens of the planet

As a school we support the rights of children and these rights are encompassed in UN Convention of the Rights of the Child. This policy focuses on helping to realise Article 28 *All children have the right to a quality education.*

### **Geography Intent**

**At Marlow Church of England Infant School, we aim to inspire the children to learn Geography through a hands-on approach and incorporate educational visits and field trips to study the local area.**

The key to the Geography curriculum is igniting curiosity and encouraging children to conduct their own research to find answers to their questions. We also aim to inspire a fascination with the world around them, and its people, that will remain with them for the rest of their lives.

We equip our children with knowledge about places, people and their own locality, whilst nurturing critical thinking skills through explorations and investigation.

Throughout the school and as an integral part of the Geography curriculum, we are teaching our children what it means to be good citizens of the planet. As a Green Flag school, we have undertaken to find any means we can to learn how to save the planet and take to action accordingly.

The children work with school staff, parents and members of the local community, as well as global links, to communicate the respect we believe the planet deserves, which is shown by all.

All skills learnt through the experiential topic areas such as enriching vocabulary, developing enquiry skills and learning how to ask questions support our children as they progress through their wider learning journey at our school.

### **We aim to provide the children with the opportunity:**

- to develop an interest in the world around them.
- to begin to identify and describe places and features.
- to make observations and comparisons and communicate their findings using geographical language.
- to express their views and ask questions.
- to use maps and plans to locate places and features.
- to begin to recognise how the environment is changing through both human and natural causes and how it may be improved and sustained.

### **Statutory Requirements**

Statutory requirements for the teaching and learning of Geography for Key Stage 1 are laid out in the National Curriculum (2014)

<https://www.gov.uk/government/publications/national-curriculum-in-england-geography-programmes-of-study>

and for Reception in the statutory framework for the Early Years Foundation Stage (2021)

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

### **Reception**

Although there is no specific Geography strand in the Early Years Framework, the Understanding the World area of learning refers to the importance of people, culture and communities in the world that the children will be growing up in:

*'Understanding the world involves guiding children to make sense of their physical world and their community.... foster their understanding of our culturally, socially, technologically and ecologically diverse world.'* EYFS Framework 2021

During Reception pupils are taught to:

- 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.

### **KS1**

Statutory requirements for the teaching and learning of Geography are laid out in the National Curriculum Document (2014) for KS1. Geography is a foundation subject in the National Curriculum which states that:

*"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."* National Curriculum (NC) 2014

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

During KS1 pupils are taught to:

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country
- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to:
  - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
  - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- 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.

### **Implementation**

Throughout Reception and KS1 children have access to atlases, maps and globes, as well as Google Earth and other digital technologies to enrich their learning of the world around them.

Pupils in KS1, follow the whole-school Geography curriculum, which reflects the NC 2014 objectives. Geography lessons are taught discretely once a week every other half term. Geography is also taught cross-circularly throughout termly topics. Lessons are planned to link with class topics as part of a creative curriculum and to ensure a deeper understanding of areas of learning. Within lessons pupils are given the opportunity both to work on their own and to collaborate with others, listening to other pupil's ideas and treating these with respect. They have the opportunity to use a wide range of materials and resources, including digital technologies where appropriate.

In Reception pupils are encouraged to take risks and make connections through play and adult focussed sessions, using a range of resources. These activities, both indoors and outdoors, attract the pupils' interest and curiosity. The development of the pupil's creativity and skills are related to the objectives set out in the early learning goal for 'Understanding the World'. This learning forms the foundations for later work in Geography. Learning in 'Understanding the World' occurs through planned, purposeful play and through a mix of adult-led and child-initiated activity.

### **Teaching and Learning Strategies**

In studying Geography pupils experience a variety of approaches to their learning including:

- Teacher demonstrations
- Individual and shared use of maps, atlases and globes
- Collaborative work
- Open-ended investigation

Geography provides opportunities for pupils to develop the following key skills and fieldwork:

- Using world maps, atlases and globes
- Using simple compass directions
- Using aerial photographs and plan perspectives
- Devising a simple maps and keys
- Using simple fieldwork and observational skills

### **Meeting the needs of all pupils**

Learning is planned for so that pupil interest is maintained, their individual needs are met and to ensure that all pupils are challenged and achieve success.

### **Special Educational Needs**

Careful attention is given to meeting the needs of SEN pupils at the planning stage. This can be assisted if the following is considered:

- The importance of relating the activities to the pupils' own experiences
- Emphasis on learning through visual, aural and tactile and expressions of that through non-verbal and creative media
- The use of practical activities and learning through first hand experiences
- Opportunities for response and reflection and the use of self-evaluation and assessment
- Extension activities to enable those with developed skills
- All pupils are given credit for their own personal achievement.

## **Planning**

Each year group will base their planning where possible around their current topics in line with the relevant curriculum skills.

Progression, coverage and continuity in Geography is planned for by:

- Following the objectives outlined in the National Curriculum 2014 in Key stage 1
- Producing long term plans, which group the objectives for each year group into topic areas
- Producing medium term plans, which show opportunities for cross-curricular work and identify teaching activities where the children can show evidence of mastery of the curriculum
- Producing short term plans which detail progression across the Geography topic being studied. Differentiated, learning tasks, the deployment of extra adult support and the focus for the plenary are also identified
- The learning objectives, outcomes and success criteria for each lesson are clearly identified on planning and are shared with the children as part of the 'learning culture' created within our school
- Regular monitoring/reviewing/revising of weekly and medium-term plans takes place, led by senior staff and the Geography subject lead.

## **Impact**

The impact of our Geography curriculum at Marlow C of E Infant School is:

- The vast majority of children reach age related expectations in Geography by the end of KS1
- Children are motivated and engaged and can access the tasks.
- Children will be able to take ownership of their learning by raising questions, planning and evaluating their tasks and be able to choose the most suitable strategy to complete a task.
- Children have a love of learning and a curiosity about the world around them
- Children have gained core geographical skills that they can take to their next school and deepen their learning further.

## **Assessment**

Assessment is an integral part of the planning process. For example:

- Evidence for assessment is gathered through planned opportunities for observation, peer and self-assessment and teacher-led activities.
- Teachers use the Learning Ladders platform to record assessments against the objectives from the National Curriculum/Development Matters.
- When planning, the gap analysis from the Learning Ladders is used to identify gaps in the children's knowledge.
- Pupils are encouraged to reflect upon their chosen processes and materials and how effective they were and what could they do next time to improve or achieve different results.

Further detail is contained in the school's Assessment Policy.

## **Record Keeping and Assessment**

Children's' work is completed in their Topic books or on digital devices. If necessary, photographs are also taken for evidence and added to pupils' folders/books. Teachers keep their own records of pupil's progress on Learning Ladders. The subject leader keeps sample evidence of the pupils work in a portfolio. This demonstrates the expected level of achievement in Geography in each year of the school. Assessment is a central part of the learning process and can be carried out by:

- Planning activities which enable assessment to take place
- Discussion with children
- Asking open-ended questions
- Listening to children
- Observation of children working

## **Health and Safety**

If pupils are involved in the use of specialist objects, the teacher in charge will make suitable provision to ensure the safety of all pupils.

## **Equal Opportunities**

Please refer to the school's Equalities policy.

### **Staff development and training**

Staff development and training is provided in the following ways:

- School based INSET
- Liaison with appropriate county and national services;
- Working alongside other teachers or visiting other classrooms as an observer to share good practise.

### **The Role of the Geography subject leader**

The role of the subject leader is to:

- Distribute resources appropriately and monitor their use across the school
- Offer advice on teaching methods and the use of resources to all members of the teaching staff
- Inform the staff of any new resources, if appropriate, or ideas in implementing the Geography Curriculum
- Update the policy when necessary
- Co-ordinate the portfolio of examples of work
- Research and Organise a list of locally available Geography experts for teachers to source
- Coordinate whole school Geography events and research suitability for local/national events
- Manage the Geography budget and order materials and equipment to enrich the school's provision for the subjects
- Monitor and offer advice where necessary to develop displays in classrooms and around the school

### **The Role of Governors**

Governors determine, support, monitor and review school policies. They support the use of appropriate teaching strategies by allocating resources effectively. They ensure that building and equipment are safe. They monitor pupil attainment across the school and ensure that staff development and performance management promote good quality teaching.

### **Monitoring and evaluation of Geography policy**

The effectiveness of the policy will be monitored during the year through:

- Monitoring of teaching and learning by the Geography subject leader and the SLT
- Visits from the inspectorate or advisory team
- Consultation with staff
- Sampling of pupil's work
- Governors to monitor through discussions with subject leader.

### **The following criteria can be used as a measure of success:**

- Have the learning targets been achieved?
- Have standards improved?
- Is there whole-school consistency?
- Has any part of the policy been difficult/ impossible to achieve?

Date reviewed: April 2023

Review Date: April 2026