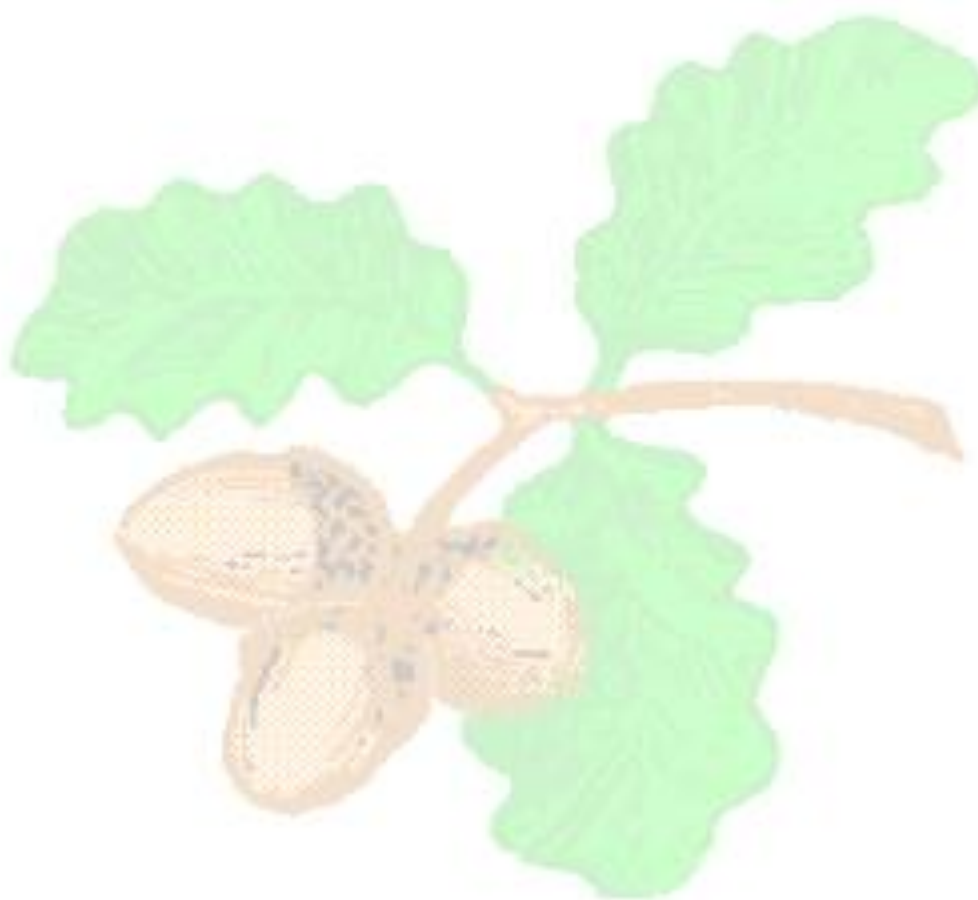


**CHURCHFIELDS INFANTS' SCHOOL,
NURSERY UNIT
& LANGUAGE FACILITY**



GEOGRAPHY POLICY

2016

CHURCHFIELDS INFANTS' SCHOOL NURSERY UNIT & LANGUAGE FACILITY

GEOGRAPHY POLICY

Curriculum

EYFS

“Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self- assured”

Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment

Within the Early years children will be guided to talk about similarities and differences in relation to places, objects, materials and living things. They will talk about the features of their own immediate environment and how environments might vary from one another. They will make observations of animals and plants and explain why some things occur, and talk about changes.

[EYFS Development Matters revised 2014](#)

Key Stage 1

“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.”

[National Curriculum document Geography, 2013](#)

Aims

EYFS

We recognise each pupil as a **unique child** who reaches out to relate to people and things through the **Characteristics of Effective Learning**, which move through all areas of learning.

- Playing and exploring – engagement with their environment through finding out and exploring; playing with what they know; being willing to ‘have a go’
- Active learning – motivation, demonstrated through being involved and concentrating; keeping trying; ‘enjoying achieving what they set out to do’
- Creating and thinking critically – thinking, characterised by having their own ideas; making links; choosing ways to do things

Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers. We aim to provide enabling environments which value all people, value learning; and which offer stimulating resources, relevant to all the children’s cultures and

communities; rich learning opportunities through play and playful teaching and support for children to take risks and explore.

[EYFS Development Matters 2014](#)

Key Stage 1

We will teach the national curriculum for geography. We believe that all children should develop a contextual knowledge of the location of globally significant places and understand the processes that give rise to key physical and human features of the world, how these are interdependent and how they bring about variation and change over time. Children should have the skills necessary to collect, analyse and communicate a range of data gathered through their experience of fieldwork and communicate and interpret a range of information such as maps, diagrams, globes and aerial photographs.

During years 1 and 2 through teaching the programme of study content, we seek to help our pupils to:

- Name and locate the world's seven continents and five oceans and name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
- Learn a range of skills necessary to develop geographical enquiry, such as observation, fieldwork and interpretation.
- Acquire an interest in the geography of their immediate environment.
- Use correct vocabulary to describe physical and human features.
- Use sources of information, such as pictures, stories, maps, globes, compasses visits and visitors and ICT-based sources to build up geographical skills and knowledge.
- select from their knowledge of geography and communicate their findings in a variety of ways

Attainment

EYFS

“Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.”

[EYFS Development Matters](#)

Key Stage 1

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the subject content.

Children 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.

Equal Opportunities and Inclusion

Teachers are responsible for providing experiences and activities that encourage full and active participation by all children, irrespective of ability, gender, race or religion.

Setting suitable challenges: Teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief and other areas.

SEND

A wide range of pupils have special educational needs, many of whom also have disabilities. Lessons should be planned to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that these pupils will be able to study the full national curriculum. The [SEND code of practice](#) includes advice on approaches to identification of need which can support this. A minority of pupils will need access to specialist equipment and different approaches. Teachers will refer to the SEND code of practice to be clear about what should be done to meet their pupils' needs, in teaching, learning and assessment.

EAL

Teachers must also take account of the needs of pupils whose first language is not English. Monitoring of progress should take account of the pupil's age, length of time in this country, previous educational experience and ability in other languages. The ability of pupils for whom English is an additional language to take part in the national curriculum may be in advance of their communication skills in English. Teachers should plan teaching opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in geography as in all subjects.

Resources

Geography resources are stored in boxes in the year 2 area. The following resources are used to further learning:

- Artefacts
- Art pictures
- Photographs of local buildings, maps and objects
- Compasses, globes and maps/map posters including magnetic world map
- Information books and atlases, including big books
- ICT resources, including videos and internet resources
- Published resource files for geography

In addition, year group leaders arrange relevant visits or visitors to enhance geographical learning with the support of the coordinator. Parents are also informed in termly topic letters of possible places to visit in the local area which are relevant to the topics being studied.

Assessment and Reporting

Teachers regularly assess children's skills and development in all areas of the geography curriculum. This informs and develops teaching. Feedback is given verbally and work is marked in line with the school's marking policy. Progress will be noted in annual reports to parents following national guidelines.

Monitoring and Evaluation

The Humanities Co-ordinator is responsible for monitoring the implementation of the policy as deemed appropriate, by: monitoring planning to ensure it reflects the national curriculum; monitoring lessons and giving feedback to the teacher; discussing standards in geography with the Head teacher and SLT.

