

St. Michael's Nursery and Infants School



Geography Policy

Geography is a foundation subject within the National Curriculum and gives the children an understanding of their own local environment and how they impact upon this. It also allows children to learn about other countries, their traditions and cultures.

Our aims for teaching Geography

We plan to meet the requirements of the Early Years Foundation Stage and the New National Curriculum 2014 through both discrete and cross curricular lessons.

We aim to:

- ❖ foster in children an interest in the environment and in becoming environmentally friendly
- ❖ develop an understanding of Countries and the World
- ❖ work with maps and images
- ❖ understand journeys and routes
- ❖ explore physical and human features
- ❖ develop a sense of identity and belonging (addresses etc)

Planning

Long term and Medium term planning across the school are developed using the Early Years Foundation Stage, and the New National Curriculum 2014 (End of Key Stage Expectations). Unit plans are adapted from the Twinkl website. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and we build planned progression so that the children are increasingly challenged as they move up through the school.

In the Foundation Stage we relate the geography side of the children's work to the objectives set out in the Early Years Foundation Stage:

- ❖ Observe, find out about and identify features in the place they live and the natural world.
- ❖ Find out about their environment, and talk about those features they like and dislike.

These are addressed through topics which focus on the immediate classroom and school environments and leading to our wider local environment.

Cross curricular topic links are a feature of our Geography planning, particularly in Key Stage 1. Clear links are made with Literacy through actively utilising skills of reading, writing, speaking and listening (see later section). Numeracy, ICT, Physical Development and PSE skills are also promoted and developed through well planned topic based activities.

Speaking and Listening

We believe that these are skills which children need to 'make a positive contribution' and 'achieve economic well-being' (Every Child Matters 2004) and are key skills across all curriculum areas. As our children enter school with language skills below the national average,

we put a lot of emphasis on teaching speaking and listening skills through using a variety of speaking and listening focused activities.

Through geography children develop oracy through discussing geographical features, questions and presenting their findings to the rest of the class. We plan for and use a variety of Speaking and Listening techniques such as talk partners, group and whole class discussions.

Assessment

Children in the Foundation Stage are regularly assessed through observation, discussion and written work against the Early Years Foundation Stage Developmental Stages and in Reception against the EYFS Emerging, Expected and Exceeding Objectives.

In Key Stage One children are assessed at the end of each unit of work against the End of Year expectations, which is recorded on individual grids in the children's books. We continually assess the children's work throughout the topic by making informal judgements on lesson objectives as we observe them during each geography lesson. This continuous formative assessment is carried out to ensure planning is appropriately differentiated to meet the needs of the class.

Assessments against the End of Key Stage Expectations are used to inform parents and form part of the End of Year School Report.

ICT

Children are presented with a range of sources of geographical information such as books, images, sound clips and on screen texts. Interactive whiteboards are located in every classroom and are used to display texts on a large scale and to the whole class. Children are also given opportunities to research and explore geography using the internet ie. using google maps.

Special Educational Needs and Gifted and Talented

All children are entitled to a broad and balance curriculum. Therefore, every child within the school is provided with differentiated planning to suit their needs. A variety of teaching styles is used within this subject to ensure that all learning styles are addressed.

Equal Opportunities and Inclusion

All children irrespective of gender, ability, ethnic and social circumstances have access to the curriculum.

Monitoring and Evaluation

It is the responsibility of the subject leader and Head Teacher to evaluate the working of this policy throughout the school.