

Geography Policy – 2024-2025

St. Michael's Nursery and Infant School



Subject Lead – Miss. Nicola Birch

Introduction

Geography is an essential part of the curriculum, it provides a means of exploring, appreciating and understanding the world in which we live and how it has evolved.

Geography explores the relationship between the Earth and its people through the study of place, space and environment.

It contributes to the cultural, social, spiritual and moral life of children as they acquire knowledge of a range of different cultures and traditions, and learn tolerance and understanding of other people and environments.

Geography is the subject in which pupils learn the skills of understanding a locality and how and where people fit into its overall structure. Developing geographical skills is essential as children live in a world that is wide open to them. With opportunities to travel and work in different cities and countries across the world, pupils need to use efficiently maps, charts and other geographical data.

The opportunities for the children to carry out geographical enquiry are also of value. Geography enriches other areas of the curriculum such as: English (communication skills), Maths (interpreting data), ICT (direct a programmable toy) and PSHE (empathy with others).

Aims

At St. Michael's Nursery and Infant School, we believe that high quality teaching of geography is about:

- ~ Developing a sense of place
- ~ Developing skills in investigating the physical and human features of the pupils' surroundings
- ~ Increasing pupils' knowledge and understanding of the different communities and cultures within St. Michael's Nursery and Infant School, their locality and the world and understanding how these all relate to one another
- ~ Developing pupils' competence in specific geographical skills (such as use of maps, secondary sources, ICT, aerial photographs, data logging equipment and considering evidence from a range of sources)
- ~ Developing a sense of responsibility and respect for our school grounds, Earth, its people and its resources
- ~ Developing an awareness that the world extends beyond the pupil's own environment

We link these wherever possible to our school values, resilience, pride, reflection, aspiration and respect.

Curriculum

Children follow the 2014 National Curriculum for Geography which sees them undertake a broad and balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development.

Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the scheme of work, we offer them an increasing challenge as they move through the year groups.

The Geography curriculum is part of the school long-term plan where themes are covered termly and many topics are covered across a number of subjects.

Teaching and Learning

The curriculum is delivered exclusively in KS1 each week, as well as through cross-curricular topics and is integrated within English and Numeracy.

At St. Michael’s Nursery and Infant School, we aim to teach high quality geography around our creative topics (although some learning objectives may need to be taught explicitly).

Geography is taught through practical, appropriate activities which help to provide a context for learning.

Early Years

Geography is taught in Nursery and Reception as an integral part of the topic work covered during the year. We relate the geographical aspects of the children’s work to the objectives set out in the Early Years curriculum which underpin the planning for children aged three to five.

Geography makes a significant contribution to the ELG objectives of developing a child’s understanding of the world through activities such as finding out about different places and habitats and investigating our locality.

Key Stage 1

During Key Stage 1, pupils investigate their local area and a contrasting area in the United Kingdom or abroad, finding out about the environment in both areas and the people who live there.

They also begin to learn about the wider world.

They carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions about people, places and environments, and use geographical skills and resources, such as maps and photographs.

Geography is taught exclusively once a week in KS1 as well as through topic teaching.

Geography curriculum planning

The curriculum is planned meticulously over a two-year cycle, which makes sure that the children are not only taught each objective outlined in the National Curriculum but also have an opportunity to revisit teaching and learning for all intended outcomes.

Assessment, Recording and Reporting

Pupils’ work and progress are assessed during lessons and on completion of work using a range of formative assessment processes e.g. questioning, discussion, marking (as per the marking policy).

Attainment is assessed at the end of each year against the requirements of the National Curriculum. This is reported to the next teacher, Subject Lead and Headteacher. Pupils’ achievements in the subject are reported to parents on the end of year report.

Monitoring and Support

- ~ The Subject Lead will support colleagues in teaching the subject content and developing their skills in planning, teaching and assessing geography using a ‘coaching culture’
- ~ They will renew, update and oversee the audit of resources needed to deliver the curriculum
- ~ The Lead will monitor and evaluate the teaching and learning of geography
- ~ They will develop assessment and record keeping ensuring progression and continuity
- ~ Keep informed of developments in the teaching and learning of geography and disseminate this information to all teaching staff

Resources

There are sufficient resources for all geography teaching units in the school, but the resources are reviewed and added to when needed.

Priority is currently being given to the new topics being taught as a result of the re-structuring and thematic approach to the teaching of geography.

These resources are located in the relevant store centres, where there are boxes of equipment for each unit of work. The library contains a good supply of topic books and there is software to support children’s individual research.

Health and Safety

Visits and fieldwork are an essential part of the Geography Curriculum helping to develop geographical enquiry and skills.

Children learn best when the learning environment is ordered and they feel safe, any visit should be well organised and provide a stimulating and valuable experience.

The pupils should prepare well for the visit and, on their return, use the experience to good effect in the classroom.

The class teacher, or leader, should plan the visit meticulously, with the pupils’ safety and welfare paramount.

A full risk assessment will be carried out for each visit and reviewed by the Education Visits Co-ordinator and Head teacher before any visit. Please see the Policy for Educational Visits for detailed information.

Equal Opportunities, Inclusion & Differentiation

All children regardless of race, culture, religion, social background, gender or academic ability, have equal access to Geography in order to develop their personal, geographical capability.

We carefully plan, monitor and assess to ensure all of our pupils feel valued.

Fieldwork may be adapted to consider individual requirements.

Learning is challenging, yet achievable by all children, whatever their abilities and differentiation. It is achieved by both work set and outcome.

We aim to teach children to up hold where applicable, British Values and a mutual respect and tolerance of those with different faiths and beliefs.

Reviewed by: Nicola Birch

Date: 19th September 2024

Next Review Date: September 2025

N. Burch