



Geography Policy

NAMED PERSONS RESPONSIBLE AT WHITESTONE		
POSITION	NAME	SIGNATURE
Geography Leader	J. Finn	
Headteacher	N. A. Green	
Link Governor	P. Johnson	
Link Governor	P. Stokes	

This Policy was ratified on: _____

Date of next review: Spring 2024

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

WIS Geography Curriculum Policy

Geography teaches an understanding of places and environments. Through their work in Geography, children learn about their local area and compare their life in this area with that in other regions in the United Kingdom and the rest of the world. They learn how to draw and interpret maps and they develop the skills of research, investigation, analysis and problem solving. Through their growing knowledge and understanding of human Geography, children gain an appreciation of life in other cultures. Geography teaching also motivates children to find out about the physical world and enables them to recognise the importance of sustainable development for the future of mankind.

1. General Aims

At Whitestone Infant School we strive to create an atmosphere that is happy, caring and challenging. We want every child to feel they belong and to feel safe and secure.

Through food technology we ensure that children see the importance of maintaining a healthy diet and lifestyle. We will help our children to begin to develop learning skills that will last a lifetime, so that they can lead a happy and healthy life and make their best contribution to the community and society.

1.2 Aims of Geography

- To make sense of their own surroundings through learning about their own locality and the interaction between people and environment.
- To extend their interest, knowledge and understanding of contrasting localities in Britain Europe and the world.
- To develop knowledge and understanding of the human and physical processes which shape places.
- To appreciate the similarities and differences in the world around them and to respect other peoples beliefs, attitudes and values.
- To develop geographical skills and vocabulary that is necessary to carry out geographical enquiry.
- To formulate appropriate questions, develop research skills and evaluate material to inform opinions.
- To be able to interpret a range of sources of geographical information eg maps, diagrams, globes aerial photographs and develop a variety of other skills, including problem solving and investigation.
- To communicate geographical information in a variety of ways eg maps ,writing

2. Foundation Stage

Geography in the foundation stage is taught as a part of the topic work covered during the year. The geographical aspects of the children's work are related to the objectives in the EYFS curriculum document. Geography makes a significant contribution to the ELG of developing a child's knowledge and understanding of the world through activities such as exploring the environment, stories and local visits.

Key Stage 1

During KS1 Geography is about developing knowledge about the world, the UK and the local area .The children should understand basic subject specific vocabulary relating to human and physical geography and begin to use geographical skills, including observation to develop their locational awareness.

The children will be taught:

Locational knowledge

- 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 UK and its surrounding seas.

Place Knowledge

- Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area in a contrasting non-European country.

Human and physical Geography

- Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South poles.
- 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.

Geographical Skills and fieldwork

- Use world maps, atlases and globes to identify the UK 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 (e.g. near and far, left and right) to describe the location of features and routes on a map.
- Use aerial photographs and plan perspectives to recognize landmarks and basic human and physical features, devise a simple map and use and construct basic symbols in a key.

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Guidelines for teaching Geography

- An understanding of geography is essential to our understanding of the world and the skills and knowledge of geography have a wide application in everyday life. Geographical fieldwork and investigations provide important opportunities for team work. Children become aware of their own feelings about people, places and the

environment and gain awareness of the wider world. By doing this they can begin to understand how they, and the place they live are linked with other places in the world.

- Geography provides a unique opportunity for environmental education, citizenship and learning about other cultures and provides for cross curricular links to spiritual, moral and cultural education.
- Geography will be taught as part of a creative curriculum. Whenever possible appropriate cross curricular links should be identified. Geography is taught by the class teacher, within mixed ability class groups. Work set is appropriately differentiated and children may work independently or within groups. There may be some support from teaching assistants or volunteers. We offer children the opportunity to use a variety of data such as maps and pictures and enable them to use ICT in Geography when relevant.
- Objectives that are ongoing such as naming and locating countries, continents and cities within the world will be revisited throughout the year.
- In each year group a world map and map of Europe should be available so that children can refer to them when needed. Globes and atlases should also be available in each classroom to be regularly used and referred to during lessons. The large World Map is also available.

3.1 Geography across the Curriculum

Through the study of geography children will further their:

- Spiritual development, through helping pupils reflect on their experiences, both physical and human.
- Moral development, through helping pupils to consider the impact of their own and others' actions on the environment.
- Social development, through working together in groups to investigate, at a local or global level, how changes in an area might affect groups of people, or how differences in the development of countries can affect the quality of life for different groups of people.
- Cultural development, through finding out about the different traditions and activities of people in different places.

3.2 Citizenship through:

- Providing opportunities for pupils to reflect upon and discuss social and environmental issues.
- Developing pupils' knowledge and understanding about the diverse national, regional, religious and ethnic identities in the UK and wider world.
- Developing pupils' understanding of the world as a global community and the issues and challenges of global interdependence and responsibility.

3.3 Key Skills in Geography

Through the study of geography pupils will develop key skills of:

- Communication through learning to talk about geographical matters, discussing and debating geographical issues, presenting information and ideas about places in maps, diagrams and words.
- Application of number through providing real-life contexts for application and understanding of number (e.g. using maps and co-ordinates, direction, scale, distance), and collecting, recording, presenting and interpreting data, involving graphs, charts and statistics.
- ICT, which is planned for and used in Geography for written work, illustrations, Handling information, directional work and research. Geography provides many opportunities to use ICT, including, visualizers, digital cameras, DVDs, interactive whiteboards and the Internet to find out information about places, using e- mail to communicate and exchange information.

3.4 The Global Dimension

It is important to teach geography through the global dimension. It has the potential to encourage people to live more sustainably and gain a lasting curiosity, respect and concern for the planet and for each other. The global dimension is about developing critical thinking and gaining a better understanding of how the world works. It involves challenging racist, stereotyped and discriminatory views and promoting greater understanding and appreciation of different issues, places and people in the world.

3.5 Resources

- Resources will be stored centrally in the geography area. Resources will be identified in the LIP.

4.0 SEN and Inclusion

The school strives to enable all pupils to reach their full potential. Staff will plan for those needing extra support where needed. Planning is linked to the MSP and cross-referenced to weekly plans. The pupils are supported by teachers and teaching assistants. All children have equal access to a high quality, supportive and appropriate curriculum.

4.1 More able Children

The school encourages children to extend their work where appropriate in order to reach their full potential. The class teacher in conjunction with the Assessment coordinator and the year group coordinators makes identification of children with these needs. It is recognised that such needs may be in all or in one specific area of learning. Targets will be set for these children and work will be differentiated by task or outcome in order to provide challenges to match the children's ability and experience.

5. Equal Opportunities

The Policy reflects the school policy on equal opportunities where all children, irrespective of religion, age, gender, ethnicity, language or disability have an equal entitlement to receive a quality of education, covering the full extent of the curriculum.

6. Assessment

The progress of individual children's attainment is monitored by the class teacher through

- Monitoring progress using O track completed by class teacher termly.
- In Early Years attainment will be recorded termly against the Development Matters statements and Early Learning Goals.

7. Fieldwork

Visits and fieldwork to be offered when appropriate. Pupils should be made aware of Health and Safety issues and the visit must be staffed according to Warwickshire County Guidelines.

8. Monitoring and Evaluation

The effectiveness of this policy will be based on the following criteria:

- Teacher assessments
- Reports to parents
- Individual children's records of attainments and progress
- Classroom observations
- Policy and practice review
- Reports to governors

8.1 Policy and practice

- Learning walks and book trawls are undertaken by the subject coordinator at least once per year for each year group and by other members of SLT through the year.
- Inform and work with named governor for Geography.

9.0 Bibliography

- National Curriculum in England : Geography Programmes of Study
- Primary Geography Handbook : Stephen Scoffham
- Teaching Geography Creatively : Stephen Scoffham
- Geography Teacher's Guide Update