

Geography Policy

Intent

At Hasland Infant School we inspire children's fascination about the world by exposing them to different places, people and environments. We teach them the factual knowledge and vocabulary they need to describe and discuss these places, alongside geographical fieldwork that will extend their knowledge of human and physical features. The teaching of Geography is essential for developing positive values and a caring attitude towards the world, and therefore as Geographers the children will develop an awareness of current global issues such as global warming and the importance of recycling and protecting wildlife. This will enable the children to understand the significance of these issues and give them the knowledge they need to act upon it. Becoming a Geographer at Hasland Infants teaches the children about their local environment and their 'place' in the world, enabling them to compare their locality to other places in the world e.g. these two places are both hot because they are near the equator. Geographers in each year group will learn about places beyond their current experiences, through books, photographs and different styles of maps. This will give them the ability to understand the differences between the human and physical features (weather, terrain, landmarks etc.) The children are introduced to a wide range of vocabulary which will give them the skills to discuss, compare, describe and identify geographical features. Being a Geographer means having the chance to share their opinions and ideas about the world as well as being given the opportunity to share stories about their travels. We teach Geography partly through fieldwork as a way for children to get outside in the fresh air and create memories in practical ways. By Year Two, the children will be increasingly more confident to use geographical resources such as maps and globes, and be able to use them to find countries, continents and capital cities. They will be taught to use geographical vocabulary to discuss human and physical features, observe weather patterns and study contrasting localities to discuss differences.

Implementation

Geography is taught in a creative way at Hasland Infant school. We use drama as a vehicle to engage children, make them feel excited about their learning and help with their understanding. When finding out about a new place children are 'transported' to the new destination. For example, they may board a plane or boat to transport them from Hasland to their new location. Once they have arrived pictures, videos, PowerPoints, books and music are used as teaching methods to help the children learn.

The key skills taught for children to become successful and independent geographers are taught progressively from Nursery through to Year 2. Our expectations for each year group can be found in our progression of skills document. This highlights the key skills which each year group is expected to be taught and shows how these are built upon throughout their time in our school. Continuous provision provides the opportunity for children to practise key skills and recap key knowledge from the previous year groups.

All year groups have access to the Nature Garden and school grounds to support learning. We offer children the opportunity to observe and comment upon a variety of sources such as maps (including aerial) photographs, as well as offering the use of netbooks to enhance learning. The children engage in problem-solving activities to engross them in 'real' geographical opportunities e.g. exploring the local area or following a route on a simple map. Our school website proudly shows how we try and teach Geography in a practical way, for example by making 'messy maps' and models of landmarks..

Nursery

Geography in Nursery relates to the objectives set out as part of the Early Years Foundation Stage curriculum and specifically the aspect of Knowledge and Understanding of the World. This is mainly achieved through exploration of the children's immediate learning environment. The weather is discussed daily and appropriate symbols are displayed. Continuous provision enhances opportunities to explore unfamiliar environments, such as an Arctic small world with relevant books and images. Real life photographs of various buildings and landmarks from around the world are displayed to provide stimuli in the construction area. Observations are made to evidence the children's knowledge and record the language they have used.

Reception

Geography in Reception builds upon and extends the knowledge taught in Nursery. Through practical activities, questioning and purposeful play our children explore learning experiences which help them make sense of the world around them. We provide topic related small world to excite the children about different places around the world. For example, during a themed week based upon Japan - a Japanese themed small world, including animals, flags and photographs were used to promote discussion and curiosity about an unfamiliar place. We make use of the role play areas to give the children opportunities to engage in different customs and traditions, such as a Chinese restaurant or African Hut. Observations are made to record the geographical language the children use and to document facts the children have remembered or shared with us.

Key Stage One

In Year One and Year Two the children follow the National Curriculum. We have personalised our teaching and learning to make to best use of our locality e.g. we make use of our school grounds and the surrounding local area when completing fieldwork. The children study a contrasting locality where the human activities and physical features provide a distinct contrast to those of our own immediate area. The teaching of Geography is delivered in an exciting, creative way to help children imagine what it would be like to be in a different place. This provides crucial opportunities for the children to compare, contrast and enquire about a place in the world that is not familiar to them.

Implementation-Fieldwork

Fieldwork is an essential part of the Geography curriculum, whether this is exploring the local area, school grounds or further afield on school visits. Geography is an enquiry-based subject and taking part in fieldwork allows children to seek answers to geographical questions such as:

*Where are we?

*What is it like?

*How does this area compare with other areas?

*What will this place be like in the future? (and what was it like in the past?)

Any visit or fieldwork carried out should be well organised, have purpose and provide a valuable learning experience that will inspire children's learning about Geography whilst keeping the pupils safe. Staff members leading visits should be contactable at all times and ensure that children are wearing the appropriate clothing (e.g. high visibility vests).

All year two children have the opportunity to take part in a residential trip to Ravenstor where they take part in Ranger led activities including orienteering, pond dipping and nature walks.

Inclusion and SEND

We are in an inclusive school where we focus on the wellbeing and progress of every child. All of our children share an entitlement to a high quality Geography curriculum which is delivered in a vibrant and creative way. We recognise the fact that we have children of differing special educational needs, disabilities, special gifts and talents, and those learning English as an additional language in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. Geography presents many opportunities for inclusion through multi-sensory approaches. For example, there are many visual resources used such as maps, globes and atlases that vary in detail. Our school library contains appealing geographical texts, including atlases that show where animals live in the world and what the weather is like. We include ICT where possible to record the children in their local area and to research relevant information.

Links Within the Community

The topics are carefully chosen to enable children to reflect on the views of others when discussing other localities, settlements and the environment. This also includes localities in less economically developed countries which promotes discussion around social issues and differences. At Hasland Infant School we encourage looking after others and our community through events such as our 'Wow moments', where the children have the opportunity to bake cakes for local doctors amongst other caring acts in their local community.

Role of the Subject Leader

The subject coordinator is responsible for monitoring the standard of the children's work and the quality of teaching in Geography. The subject leader is also responsible for supporting colleagues in the teaching of Geography by staying informed of current developments. They ensure that resources are up-to-date and learning aids such as atlases, globes and maps are displayed and available in each class. The coordinator holds staff meetings when relevant to share good practise and any changes within the subject.

Impact

Through small group work the teacher can determine the range of Geographical vocabulary the children have learned and the factual information they have remembered. This is also an opportunity to discuss the children's interests and passions surrounding the world, such as family holiday destinations, landmarks visited or interesting facts they enjoy sharing. Once the children have completed a piece of work it is marked and commented upon as necessary. At the end of a Geography-based topic teachers make a judgement in relation to our school assessment. We use this as well as the basis for assessing the progress of the children and to pass information on to the next teacher at the end of the year and as part of the child's annual report to parents. We celebrate Geography through our classroom displays, which show the children's learning journey through the topic. Maps and globes are in each classroom in order to be easily referenced and we ensure there are geographical texts in our book corners.