



# FULMER INFANT SCHOOL

## GEOGRAPHY POLICY

### Introduction

#### The importance of Geography to the curriculum

Geography provokes and answers questions about the natural and human world, using different scales of enquiry to help children to do this and it also helps them to view people, places and environments from different perspectives. It develops knowledge of places and environments throughout the world, understanding of maps, and a range of investigative and problem-solving skills, both inside and outside the classroom. As such, it prepares children for adult life and employment.

Geography is a focus within the curriculum for understanding and resolving issues about the environment and sustainable development. It is also an important link between the natural and social sciences. As children study geography, they encounter different societies and cultures. This helps them realise how nations rely on each other. It can inspire them to think about their own place in the world, their values and their rights and responsibilities to other people and the environment. They begin to realise how nations rely on each other and this can inspire them to think about their own place in the world, their values and their rights and responsibilities to other people and the environment.

### Aims

The National Curriculum for Geography aims to ensure that all children:

- Develop knowledge of the locations of places of global significance, their defining physical and human characteristics and how they relate to one another. This place knowledge should provide a sound context for understanding geographical processes
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- Are competent in the geographical skills needed to:
  - Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - Interpret a range of sources of geographical information, including maps, globes, aerial photographs and Geographical Information Systems (GIS)
  - Communicate geographical information in a variety of ways, including through maps and writing at length.

### Teaching and learning

In line with our school's Teaching and Learning policy, in Geography teachers:

- Set high expectations

- Design activities which help children answer the geographical questions such as: Where is it? What is it like? How has it changed? Why has it changed? How will it change next? What will happen if? How might it be better? What can be done about? How do I feel?
- Ask children what they would like to learn about a specific topic
- Share with children what they are expected to learn and how they are expected to learn it
- Provide a variety of learning activities that are used regularly, including observation, enquiry, investigation, games, puzzles and problem-solving
- Encourage children to evaluate critically information, ideas and different viewpoints
- Encourage children to describe, explain, predict and evaluate places, geographical patterns and processes and environmental changes
- Plan for children to make and use maps, in order to locate places being studied
- Provide plenty of opportunities for children to work as individuals, in pairs and in groups
- Encourage discussion so that children clarify their thinking
- Set high expectations(see above)
- Provide children with regular feedback about their work and about what they need to do next in order to improve
- Use assessment, including the use of focused questions, to determine the children's levels of knowledge and understanding, before, during and after units of work
- Expect children to record their work in a variety of ways, including diagrams, illustrations, pictures, letters, posters, annotated drawings and maps, reports and accounts. As appropriate, children make oral presentations of their work.

## **Inclusion**

Our school is committed to the provision of Geography to all of its children. Our programme should respond to the diversity of children's cultures, faiths, ethnicities and family backgrounds, so that all children access the national curriculum.

Teachers are expected to include in their planning how to meet the targets identified in the children's Support Plans and EEPs.

## **Able, Gifted and Talented, Pupil Premium and SEND**

Children on the register for Able, Gifted and Talented have challenging targets and can be supported through extension work; other support can be accessed as seen appropriate.

## **The Curriculum**

Medium-term planning has a clear focus that is based on enquiry and is based on the NC. Children also suggest what they would like to learn about and where appropriate their wishes are accommodated within the planning.

## **Assessment and Reporting**

A range of assessment tasks involving written work, illustrations, oral work, use of computing and annotation of drawings are planned where appropriate.

## **Organisation**

All children are taught as a year group.

## **Safe practice and out-of-school opportunities**

All activities within and outside of the school grounds is carried out in compliance with statutory requirements and recommendations laid out in BCC's Health and Safety Policy. All visits must be risk assessed following BCC's guidelines.

## **Homework**

Homework is assigned if appropriate.

## **The contribution of Geography to other subjects in the Curriculum**

### **English**

Work in Geography provides opportunities for children to apply their English skills. At Key Stage 1 children are expected to extend their technical vocabulary, talk about what they see and read and communicate this in different ways. They are expected to look for similarities and differences and engage in finding out answers to questions about where and why. In Year 2 children may apply their writing skills in reports and accounts for different audiences, they may read fiction and non-fiction to find out about different places and apply their comprehension skills to drawing inferences and locating information which is particularly relevant to the work in hand.

### **Maths**

Geography provides an excellent context for mathematical investigations, many tasks require maths skills such as collecting numerical information, data processing and data presentation.

### **Computing**

Computing is used to help children find things out, explore things that they would not normally be able to do and analyse and present information in different ways. They apply their computing skills in exploring the Internet, interrogating databases, locating information from a variety of software and the Internet.

### **Spiritual development**

Geography provides many rich opportunities for spiritual development, for example, to appreciate the beauty and scale of geographical features of the world in which we live, the influence of natural phenomena on our lives and in the lives of others.

With our link with AFE, a school in Honduras, the children are developing an empathy with a different culture. Each school has produced a video of their schools which highlight the different geological and cultural differences.

## **Leadership and Management**

### **Staff development and training opportunities**

Whole school training needs are identified as a result of the monitoring and evaluation programme. The subject is monitored and evaluated in line with school policy.

## **Related Policies and Other Documents**

Able, Gifted and Talented Policy

Assessment Policy

Curriculum Policy

Inclusion Policy

Marking Policy

School Improvement Plan

SEND Policy

Teaching and Learning Policy