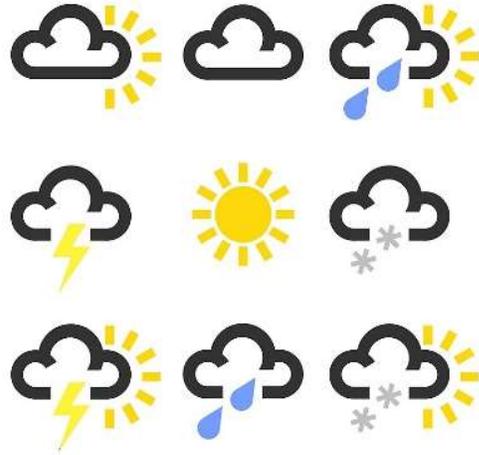


Geography Policy



Pentland's Geography Policy

At Pentland Infant and Nursery School we believe that geography is an essential part of the curriculum as it provides a means of exploring and understanding the world we live in. Geography stimulates curiosity and allows for children to build upon their existing personal geographical knowledge to further develop their skills, understanding and knowledge. Pupils develop their locational knowledge, place knowledge, human and physical geography and geographical skills and fieldwork. This includes exploring the impact of human and physical processes on people, places and different environments. Geographical fieldwork also helps to promote and foster pride in pupils' local environment and an awareness of how to protect the environment for the future.

This policy outlines the teaching, organisation and management of how geography is taught at Pentland Infant and Nursery School. The policy has been drawn up after staff consultation and it's implementation is the responsibility of all teaching staff.

AIMS AND OBJECTIVES

At Pentland, through our teaching of Geography we aim to:

- Teach the knowledge and skills necessary to develop children as geographers;
- Enable pupils to develop knowledge and understanding of places and processes;
- Support children's sense of wonder and curiosity at the world around them;
- Develop a sense of identify through learning about the UK and other countries and continents;
- Inform pupils about the future of our planet and enhance their sense of responsibility for looking after the world;
- Encourage children to learn through enquiry-based projects, in order to enhance their research skills;
- Help children learn how to use a range of maps and geographical resources.

OUR GEOGRAPHY CURRICULUM

EYFS

In the EYFS, geography is planned and taught through the curriculum area of 'Understanding the World', which is split into two strands: 'People, Culture and Communities' and 'The Natural World'. 'The children are taught about the local area that they live in and begin to make comparisons between different areas. The children are taught about the importance of taking care of their environment and what people

in their community do to help. Examples of EYFS ELG's pertinent to geography include:

ELG: People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – where appropriate – maps.

ELG: The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Key Stage One

Within Key Stage One we implement the National Curriculum as well as incorporating geography driven Cornerstones projects. This also works alongside the Pentland Progression of Geography skills so that the curriculum is personalised to our school and it's location. Key Stage One geography focuses on: locational knowledge, place knowledge, human and physical geography and geographical skills and fieldwork, as addressed in the national curriculum. The national curriculum objectives include:

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 United Kingdom and its surrounding seas.

Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.

Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
- use basic geographical vocabulary to refer to:
 - 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 United Kingdom 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 (eg near and far; left and right) to describe the location of features and routes on a map.
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

GEOGRAPHY PLANNING

Planning is carried out on three levels across the whole school. This includes: long term planning which provides an overview of the geography projects covered over the academic year; medium term planning which provides an overview of each half term; and short term planning, which outlines individual lesson objectives. The geography projects are well sequenced and allow pupils to gain a progressively deeper understanding and competency as they move through school. Geography planning is the responsibility of individual teachers and should be clear, meet the expected objectives, match the level of the work to pupils' ability and needs.

All geography projects are taught in the autumn and spring terms, with opportunities to revisit less secure concepts in the summer term. A variety of teaching approaches are used to ensure progression and challenge for pupils. There is a key focus on personalised hands-on experiential learning throughout the school. Lessons include a blend of whole class teaching, group work and individual work.

CROSS CURRICULAR LINKS

Geography at Pentland is delivered by class teachers in a variety of ways – often it is taught as a discrete subject through a geography driven project. Where there are opportunities for making meaningful connections with other subjects/projects geography projects are sequenced accordingly.

There is a key emphasis on developing pupil's levels of literacy, especially oracy, by communicating their knowledge and skills. Technology is used various ways to support teaching and motivate pupils learning. This includes use of computers, iPads, video clips, audio visual aids, internet and digital maps. As far as possible, geography is delivered through practical lessons, with maps, models and fieldwork playing a key part.

ASSESSMENT

EYFS:

In the EYFS, the key form of assessment is through observations within continuous provision. Skilled adults link these observations to the EYFS and identify the next steps in learning. This evidence is collected using the Evidence Me profile builder and collated in a personalised learning journey for each child. At the end of the EYFS, the children are assessed against the appropriate Early Learning Goals.

Key Stage One:

Short term teacher assessments are used informally in each lesson to check pupils understanding and also to provide pupils with their next steps. Once a geography project is completed the objectives the children have achieved are highlighted in the front of their geography book. Assessment data is also added onto the schools' main assessment system, Target Tracker, so it can be analysed and shared with all staff.

Feedback is given to parents about pupil progress at parent's evenings and through the child's termly school reports.

INCLUSION AND EQUAL OPPORTUNITIES

At Pentland, all children have regular access to geography teaching and activities appropriate to their stage of development. Geography activities are carefully planned and differentiated where appropriate for children with SEN and gifted children. Providing learning challenges for all is integral to our teaching and we aim to encourage all pupils to reach their full potential through the provision of varied resources and opportunities. Through the delivery of the geography curriculum, we will ensure that we: eliminate discrimination, foster good relations and advance equality of opportunity.

ROLE OF THE SUBJECT LEADER

The role of the geography subject leader is:

- To provide an overview of the geography curriculum from EYFS to the end of Key Stage One;
- To provide a personalised progression of skills document to ensure progression and continuity in geography skills and knowledge throughout the school;
- To keep up to date with developments in geography education and disseminate information to colleagues;
- To monitor assessment and progress in geography across the school;
- To conduct observations of lessons, work sampling and children's voice to enable regular review of different aspects of teaching and learning;
- To take responsibility for the purchase and organisation of central resources for geography;
- To write and review the geography policy;
- To liaise with the governors and keep them up to date with our geography curriculum.

Policy completed by: Emma De'Ath
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