

Pinewood Infant School and Foundation Unit

Geography Policy.

Introduction.

Geography is the study of the physical and human features of places. Geography in the primary school encompasses skills, themes and places, none of which are taught in isolation.

Our school aims are to:

- ❖ Inspire children's curiosity and fascination about the world and its people.
- ❖ Equip children's knowledge about diverse places, people resources and natural and human environments
- ❖ Have a deeper understanding of the Earth's key physical and human processes.
- ❖ To teach pupils to investigate a variety of people, places and environments at different scales in the UK and abroad.
- ❖ To teach pupils to make links between different places in the world
- ❖ To investigate how people affect the environment and how they are affected by it.
- ❖ To carry out geographical enquiry inside and outside of the classroom.
- ❖ To ask geographical questions and use geographical skills and resources such as maps, atlases, aerial photographs and ICT.
- ❖ To promote and develop key skills in communication, application of number, Information Technology, working with others, improving their own learning and performance, problem solving, information gathering and evaluation.

3 Main Geography Areas.

In KS1 Pupils will be taught about:

Locational knowledge

- Name and locate the World's 7 continents
- Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas

Places Knowledge

- Understand geographical similarities and differences through studying the human and physical geography of an area of the UK, and of a small area in a contrasting non-European country. Teachers have complete autonomy of where to choose to study to link into topic work.

Human and Physical Geography

- Identify seasonal and daily weather patterns in the UK
- Identify the location of hot and cold areas of the world in relation to the equator and the North and the South Poles with a focus on proximity to the poles.
- Use basic geographical vocabulary

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.
- Use simple compass directions (N,S,E,W) and locational and directional language (e.g. near, far, left, right) to describe the location and features and routes on a map.
- Use aerial photos 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 the key human and physical features of its surrounding environment.

Main Geography KS1 teaching is split into these areas with key vocab taught throughout:

1. Simple fieldwork of school, its grounds and physical features of surrounding environment. (aerial photos, map work included) Year 1 and 2
2. Locational topic: continents, seas, UK capitals and seas. Using maps, atlases and globes. Year 2
3. Study a small area in UK (city or seaside or our own area) (Y1)
4. Study a small area in Non-European country (e.g. in the Arctic, Africa, India, relating to topic) (Y2)
5. Weather topic (Year 1) and location of hot and cold areas in the world in relation to Equator and North and South Poles (Y2)
6. City, countryside or seaside UK location (all maps and atlases work, plus features, aerial photos, plan perspectives, symbols and keys) (Y1 and 2)

Geography in the Early Years comes under the heading 'Understanding the World'. This area of learning explores the children's understanding of growth, decay and changes in their familiar environment. They are challenged to question why things happen and how things work in the natural world around them.

Assessment.

Pupils' learning is assessed using National Curriculum attainment targets for KS1.

Monitoring and Evaluation.

Monitoring and evaluation is carried out through the monitoring of geography key skills. Breadth of study is monitored by an identified curriculum team using the National Curriculum.

Special Educational Needs and Disability

This policy has been written with regard to the aims and objectives of the Special Educational Needs policy and the school's Disability Equality Scheme.

All lessons are planned using differentiation, and take into account a range of learning & teaching styles to cater for all pupils. In some cases individualised learning programmes are adopted and a variety of methods to present and record pupils work are offered. In this way all children have the opportunity to reach their potential, regardless of their need or disability.

All policies are reviewed on a regular basis.

Rachel Otter
January 2017