

FOREFIELD COMMUNITY INFANT AND NURSERY SCHOOL



Geography Curriculum Policy



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1. Introduction

At Forefield Community Infant and Nursery School our Geography curriculum is designed to develop children's curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

2. Intent

We are committed to providing children with opportunities to investigate and make enquiries about their local area of Crosby and Liverpool so that they can develop a real sense of who they are, their heritage and what makes our local area unique and special, not just through experiences in the classroom, but also with the use of fieldwork and educational visits.

Children will investigate a range of places in order to develop their knowledge and understanding of the Earth's physical and human processes.

We also want children to develop geographical skills: collecting and analysing data, using maps, globes and aerial photographs in order to name and identify countries, continents and oceans along with communicating information in a variety of ways.

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'Learning and growing together through geography'

3. Implementation

To ensure high standards of teaching and learning in geography, we implement a curriculum that is progressive throughout the whole school, focusing on knowledge and skills stated in the National Curriculum and the EYFS.

EYFS

Geography is taught in reception as an integral part of 'Understanding the World' covered throughout the year. We relate the geographical aspects of the children's work to the objectives set out in the Early Years curriculum. Geography makes a significant contribution to the ELG objectives of developing a child's understanding of people and communities and the world. Children find out about different places and habitats as well as investigating our locality.

Key Stage 1

Teachers have identified the key knowledge and skills to be taught and learnt for each year group and consideration has been given to ensure progression throughout each year group across the school. At the beginning of each new focus, children have opportunities to convey what they know already as well as what they would like to find out. This informs the programme of study and also ensures that lessons are relevant and take account of children's different starting points.

We use a variety of teaching and learning styles in our geography lessons. We believe in whole class teaching methods and combine these with enquiry-based research activities. We encourage children to handle artefacts and to ask, as well as answer, geographical questions. We offer them the opportunity to use a variety of data, such as maps, graphs, pictures, globes and aerial photographs.

We provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which are differentiated by task, expected outcome and/or support from peers or adults. Consideration is also given to how greater depth will be taught, learnt and demonstrated within each lesson.

The local area is fully utilised across each year group from Nursery to Year Two in order to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice.

4. Impact

The impact of our high quality geography curriculum will be to develop children who:

- can talk confidently about their immediate locality and its key features
- identify features of human and physical geography
- understand that we live in one small part of the world we have been given, a world which is very diverse in terms of both people and places.
- can name and locate the continents of the world
- know about the United Kingdom and each of its capitals
- have a greater understanding of their place in the world and their rights and responsibilities to other people and the environment.
- can use and interpret a wide range of sources of geographical information, including maps, diagrams, globes and aerial photographs

EYFS End Points

By the end of Reception children will know about similarities and differences in relation to places, objects, materials and living things. They will be able to talk about the features of their own immediate environment and how environments might vary from one another. Through educational visits they will be able to make observations of animals and plants and explain why some things occur and talk about changes.

Key Stage One End Points

By the end of Key Stage one children will have built on their prior knowledge and will know about the location of the world's continents, countries, cities, seas and oceans. They will be able to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom. Children will have developed the skill of interpreting a range of sources of geographical information including maps, diagrams, globes and aerial photographs. Through regular fieldwork of the local area, children will have developed an understanding of how the human and physical features of a place can change over time.

At Forefield Community Infant and Nursery School we work closely with Forefield Junior School to ensure progression and continuity in

geography education is seamless as Year 2 children transition to their next phase of education.

5. Assessment

Our bespoke curriculum assessment system using Classroom Monitor allows teachers to assess progress and attainment of children against both knowledge and skill-based learning objectives.

Teachers will informally assess during lessons and give oral feedback sharing ways in which children can improve. Observations ensure accurate assessment of children's attainment against learning objectives within lessons. Teachers will sometime use iPads to record and evidence children's progress over a sequence of lessons and to record performances. This evidence may be uploaded to our geography curriculum folders or to Classroom Monitor for moderation of assessment and monitoring of the curriculum.

A Geography data capture will occur three times per academic year to support subject monitoring and ensure all children are making progress towards the end points of their year group/phase.

6. Reasonable Adjustments

Within the Geography curriculum, teachers will make reasonable adjustments for all children through differentiation, adult support, alteration of equipment and level of challenge to meet the needs of all children in the class. Class teachers can seek advice from the Geography subject leader and/or SENDCo to ensure reasonable adjustments are made for all children.

7. Remote Learning

Geography lessons will be available during any periods of remote learning should this be required. This will be delivered in line with school's remote learning policy and following any Health and Safety guidance.

8. SMSC

Opportunities to promote children's spiritual, moral, social and cultural development is threaded throughout our Geography curriculum.

- By finding out about people in other parts of the world and the way they live, then finding similarities and differences between us.
- By developing an interest in our local area and their place in our community.
- By making links with other countries through schools linking and cultural theme days.
- By learning about different environments and how animals, plants and people survive in these parts of the world.
- By exploring the local area through seasonal walks and developing an awareness of their own local environment
- By considering how people treat the environment and how it has changed. Through fieldwork to Rimrose Valley (Year 1) children will begin to pose questions such as, 'How are we changing our surroundings - are some things for the better and others for the worse?' Who should look after our environment?

9. Role of Subject Leader

The role of the subject leader is to

- ensure high quality Geography lessons are taught across EYFS and Key Stage 1 through our agreed broad and rich Geography curriculum.
- provide subject specific guidance/CPD to colleagues.
- monitor the Geography curriculum delivered to children across the school highlighting strengths and areas for further development.
- monitor the progress and attainment of children in school in Geography.
- manage resources including maintaining/replenishing maps, atlases, compasses etc to support delivery of a high quality curriculum.
- stay up to date with changes, new initiatives and research that would enhance and support the development of Geography at Forefield Infant and Nursery School.

10. Equality Statement

The Geography curriculum adheres to our school Equality Policy. It is the responsibility of all staff to ensure that all children are treated equally,

regardless of their background, gender, race or ability. We are an inclusive school and teach geography to all children respecting individual needs. The geography curriculum takes into account issues of difference including: gender, race and ethnicity.