



Ryhope Infant School Academy

Geography Policy

Updated: November 2021

Produced by: A.J. Simpson

Ratified by:

Signed:

Review Date: September 2022

Our Rationale

At Ryhope Infant School Academy, we employ a topic based approach to teaching and learning in Geography. We believe that teaching Geography in a creative and concrete way is fundamental to the development of Geographical understanding.

The teaching of Geography at our school inspires children to gain an understanding of their own surroundings and the wider world, including the geographical features and physical processes which shape the environment and the people who live there. It provokes children to ask and answer questions about the world around them. It develops knowledge of places throughout the world and an understanding of maps. By ensuring our Geography lessons are exciting and interactive we are ensuring the children develop a range of investigative and problem solving skills both inside out outside of the classroom.

Our Intent for Geography

- To inspire children to gain an understanding of their environment so that they can recognise their own place in the world and become more aware of the wider world around them.
- To increase children's knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country.
- To enable children to gain geographical knowledge and understanding of places in the world.
- To stimulate interest to ask and answer questions about the natural and human world.
- To develop children's geographical knowledge and understanding including how to use, draw and interpret maps.
- To inspire children to think about their own place in the world, their values, their rights and responsibilities to other people and the environment.
- To develop their skills, especially that of enquiry, observation, measurement and collecting and sorting data.

Implementation

EYFS:

In planning for the teaching and learning of Geography, staff refer to the EYFS documents. These documents will also form the basis of teachers' assessments of the progress made by individual pupils.

Our Early Years Foundation Stage allows the children to be taught knowledge and understanding of the world through a topic based approach and the Early Learning Goals.

Children will be supported to develop concepts, skills and knowledge of their own locality and community which they live in. They will gain an understanding of significant people within the community and how they can help us. Children will also be supported to observe changes over time, such as plant growth, daily and seasonal weather patterns and similarities and differences in relation to places.

Children will be given opportunities for educational visits to support their learning through outside agencies. Children will also have the opportunity to explore their own locality such as a local walk within the community. Outdoor learning is available to children to extend and support their learning.

Key stage 1:

In planning for the teaching and learning of Geography staff refer to the National Curriculum documents. These documents will also form the basis of teachers' assessments of the progress made by individual pupils.

Our curriculum allows the children to be taught Geography through discrete lessons which are linked to a different topic each half term. Progression and continuity are reflected in the planning of each class and year group.

Children will be supported to develop concepts, skills and knowledge of their own locality and the wider world.

Children will be given opportunities for educational visits to support their learning through outside agencies. Children will also have the opportunity to explore their own locality such as local walks within the community.

Impact

Geography assessment is ongoing to inform teachers with their planning, lesson activities and differentiation. Summative assessment is completed by all class teachers to inform leaders of individuals' progress or skills that still need embedding further.

Geography is monitored by the subject leader throughout all year groups using a variety of strategies, such as book monitoring, lesson observations and pupil interviews to discuss learning, progression and establish the impact.

Equal Opportunities

All children have equal access to the range of activities and experiences offered throughout the school regardless of gender, age, ethnicity or ability. Geography lessons will be differentiated and adapted to meet the needs of the children allowing all children to work to their potential. All classes within Key Stage 1 are mixed ability providing children with the opportunity to work individually, within a group activity or partner work to develop their social and interaction skills.

SEND

We ensure that children with special educational needs have access to suitable learning equipment, resources and support to enable them to access the learning of Geography. Children will have the opportunity to work in mixed ability groups and pairs promoting the inclusion of children with special educational needs and disabilities.

Cross Curricular Links

Geographical concepts will be linked in other areas of the curriculum wherever possible or appropriate. Teachers will identify the opportunities in their planning to support the development of these skills. Some examples of this are:

Literacy: Time related vocabulary, speaking, listening, reading and forms of writing such as labelling, recounts and letters.

Maths: Position, location and direction (through use of maps) and analysis of data such as daily or seasonal weather patterns in the United Kingdom.

Science: Understanding of habitats within our local environment and changes over time.

ICT

The use of ICT will enhance children's learning in Geography, providing equipment and tools to support their learning.

For example, using google maps or google earth to familiarise themselves with their own locality and increase their place/location knowledge within Geography.

Through the use of our computer suite, netbooks and ipads children will have many opportunities to develop their ICT skills throughout the curriculum.

The Role of the Subject Leader

The subject leader is responsible for the development and monitoring of Geography throughout EYFS and Key Stage 1, ensuring that all pupils receive their full entitlement.

The subject leader will:

- Plan/lead INSET activities
- Monitor and maintain the condition and availability of resources
- Specify, collect and order resources
- Communicate developments within the subjects
- Assess children's work to help evaluate the effectiveness of teaching and learning with the subjects
- Review planning and monitor children's access to the subjects

Parents as Partners

Teachers will consult with parents on a termly basis and ensure parents have up to date information on their child's progress and attainment. Teachers will also offer parents suggestions of how they can support their child at home and what their child's next steps in learning are.