

Geography Policy

It is our intent that our Geography curriculum inspires pupils with a curiosity and fascination about the world and its people; and develop an understanding of diverse places, people, resources and natural and human environments, as well as the Earth's key physical and human processes. The geography curriculum at Reed enables children to develop knowledge and skills that are transferable to other curriculum areas and which can and are used to promote their spiritual, moral, social and cultural development.

At Reed, we follow the national curriculum to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places, including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of 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, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Early Years:

To support our play based learning in Early Years, our skilled Early Years teachers will identify and plan opportunities for all children to develop key knowledge and skills which will support them in successfully accessing the National Curriculum for Geography when they enter Year One. Our curriculum map ensures locational knowledge, place knowledge, human and physical features and map work are not used as named topics, but instead, in EYFS they will be used as opportunities for learning at the level appropriate to 3 to 5 year olds.

All planned opportunities over the year are as a result of teachers making informed decisions about what a child needs to learn and be able to do next, this will ensure there is clear evidence of the depth in learning in geography through Understanding of the World. The evidence will come from teacher knowledge of every child and use of floor books to record learning journeys.

We follow the statutory framework for the Early Years foundation stage: The most relevant statements for Geography are taken from the following areas of learning:

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Communication and language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

By the end of their time in Early Years, the children will be able to:

- Draw information from a simple map.
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different from the one in which they live.
- Understand the effect of changing seasons on the natural world around them.

Our curriculum map in all Key Stages including the Early Years Foundation Stage, uses a progression of skills in History under the areas in the table:

Key Stage One:

In Key Stage 1, pupils develop knowledge about the local area, as well as locational knowledge about the world. They will begin to use maps, atlases and globes to identify different locations and compare a contrasting locality with their own. They will undertake simple fieldwork to study features of the school and local area.

Key Stage Two:

In Key Stage 2, the children continue to build upon their knowledge and understanding of the continents and oceans and in addition study North and South America in more detail. This will include the location and characteristics of a range of the world’s most significant human and physical features.

In comparisons made between places, we purposefully focus on land use and farming to reflect upon and compare our rural agricultural environment to that of others around the world. We also sketch maps of Reed as part of our local studies and development of mapping skills.

Every unit in geography across Key Stages One and Two has a planned learning journey with key questions that the children will be able to answer at the end of the carefully planned sequence of lessons and activities

Trips and workshops are also planned where possible to further enhance the learning experiences. We also try to ensure topics and places are taught to contrast and compare with our locality and to make links to the heritage of some of our families, for example, choosing a village in India to compare as a non-European locality where we have pupils from India in the school.

Our Curriculum map shows the detailed progression of skill and the areas of geography studied. As the curriculum map shows, many of the units of work are studied as ongoing continuous provision. This has been planned purposefully to ensure the knowledge and skills are repeated in small manageable chunks through the year to enable secure recall. This is for areas where a topic to cover the learning once over a two-year cycle will not be sufficient to embed recall, such as: learning the continents and oceans of the world in KS1 and Time Zones in KS2.

Area
Geographical enquiry
Direction/Location
Drawing maps
Representation
Using maps
Scale/Distance
Perspective
Map knowledge
Style of map

Resources

There are geographical resources in every classroom, for example, globes, atlases, maps, key vocabulary and displays including weather charts and equipment to measure the weather. Knowledge Organisers are provided for the children for each topic, and the children can make use of interactive learning walls. The children can make use of the internet to explore the world and often record learning on Google Classroom using Chromebooks. Visits and workshops are planned to enhance learning and give hands on activity. People with an interest, or expertise, in a particular topic or area of history could be invited into school to work with the children. High quality resources are used from *Oddizzi*. We also make regular use of local resources and knowledge from our families. Our school library is also well equipped with high quality texts to support topics covered in our curriculum map.

Assessment KS1 and 2

During each lesson, it will be made clear to the children which skills they will be using. These will also be detailed in a sticker stuck in their Geography book. Every time the child has shown they can use these skills, a skills sheet stuck in the front of their book will be dated. This will mean that a judgement can be made as to whether the children have met age related expectations.

Differentiation and Special Educational Needs

All children are taught the Geography curriculum. We recognise the fact that we have children of differing ability in all our classes, and so 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, the grouping of the children, resources provided and/or support from peers or adults. Tasks will be adapted where needed to ensure history skills can be met and that barriers from other areas, for example, reading or writing do not stop children from becoming geographers.

Talk times in Key Stage One and Two, enable children to expand their knowledge and share through spoken word. The theme of each child's presentation will be centred around the current topic.

Recording pupil knowledge will be seen in different ways, for example: a debate, a presentation, drawing, verbal recording, adult scribing.

Inclusion and the Geography Curriculum

This policy relates to the school's philosophy for promoting equal opportunities. Children, irrespective of ability, race or gender, are given full access to the Geography curriculum. Through the teaching of Geography, we aim to develop awareness of ethnic, cultural and economic diversity of human society and to foster positive attitudes to all people. Care is taken when selecting source material that a range of places and ways of life are represented. The importance of the pupils own cultural background is recognised as a resource which may give an alternative perspective on a place or area.