

# Broomhill Infant School



## Geography Policy

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## **GEOGRAPHY POLICY**

### **1 Aims and objectives**

1.1 Geography teaches an understanding of places and environments. Through their work in geography, children learn about their local area, and they compare their life in this area with that in other regions in the United Kingdom and in the rest of the world. They learn how to draw and interpret maps, and they develop the skills of research, investigation, analysis and problem-solving. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures. Geography teaching also motivates children to find out about the physical world, and enables them to recognise the importance of sustainable development for the future of mankind.

1.2 Our objectives in the teaching of geography are:

- to enable children to gain knowledge and understanding of places in the world;
- 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 allow children to learn graphic skills, including how to use, draw and interpret maps;
- to enable children to know and understand environmental problems at a local, regional and global level;
- to encourage in children a commitment to sustainable development, and an appreciation of what 'global citizenship' means;
- to develop in children a variety of other skills, including those of enquiry, problem-solving, IT, investigation, and that of presenting their conclusions in the most appropriate way.

### **2 Teaching and learning style**

2.1 We use a variety of teaching and learning styles in our geography lessons. We believe in whole-class teaching methods, and we combine these with enquiry-based research activities. We encourage children to ask as well as answer geographical questions. We offer them the opportunity to use a variety of data, such as maps, graphs, pictures and aerial photographs, and we enable them to use ICT in geography lessons where this serves to enhance their learning. Children take part in role-play and discussions, and they present reports to the rest of the class. They engage in a wide variety of problem-solving activities.

- 2.2 We recognise that in all classes, children have a wide range of ability in geography, and we seek to provide suitable learning opportunities so that all children know more and can do more. We achieve this by:
- Use of UK and world maps to embed the geographical language of place and the children's substantive knowledge.
  - Use of knowledge organisers to share key learning.
  - Learning journey wall to map the development of knowledge and skills through a topic.
  - Retention and recall activities.
  - Use the use of maps, ICT, visits and visitors to develop the children's disciplinary skills (being a geographer).

### 3 Geography curriculum planning - Key Stage 1

- 3.1 Geography is a foundation subject in the National Curriculum. We use the Progression in the national Curriculum document as the basis for our curriculum planning in geography, but we have adapted this to our local context, building on the successful units of work already in place. We ensure that there are opportunities for children of all abilities to develop their substantive knowledge and disciplinary skills in each unit. We have carefully mapped out the curriculum over a two-year cycle, ensuring coverage and rigor.
- 3.2 The long-term plan maps the knowledge and skills covered, including linking to year 3 curriculum content. The subject leader ensures that the Programmes of Study are included in the long-term plan.
- 3.3 The key stage 1 lead uses the long-term plan to map out a two-year teaching cycle. The KS1 lead ensures coverage and breadth, as well as allowing for revisiting key learning content to make it 'sticky'.
- 3.4 The teaching cycle is detailed into a medium-term plan for each learning challenge question. The includes carefully mapping learning objectives that are enriched by Forest School and those that would be more suited to classroom teaching. We use knowledge organisers to regularly recall and retrieve key learning.

### 5 The contribution of geography to teaching in other curriculum areas

#### 5.1 English

Geography makes a significant contribution to the teaching of English in our school because it actively promotes the skills of reading, writing, speaking and listening. We ensure that some of the texts that we use in English are geographical in nature. For example, Window by Jeannie Baker to develop children's knowledge and understanding when comparing two places geographically. Reports, letters and recording information will all develop children's writing ability. We also use environmental issues as a way of developing the children's writing ability, by asking them to

record information and write reports and letters. Broomhill is an Eco School with a Green Flag award.

## 5.2 Mathematics

The teaching of geography in our school contributes to children's mathematical understanding in a variety of ways. We teach the children how to represent objects with maps. The children study space and direction and they learn how to use simple grid references. They also use graphs to explore, analyse and illustrate a variety of data.

## 5.3 Personal, social and health education (PSHE) and citizenship

Geography contributes significantly to the teaching of personal, social and health education and citizenship. Firstly, the subject matter lends itself to raising matters of citizenship and social welfare. For example, children study the way in which people recycle materials, and how environments are changed for better or for worse. Secondly, the nature of the subject means that children have the opportunity to take part in debates and discussions.

## 5.4 Spiritual, moral, social and cultural development

We offer children in our school many opportunities to examine the fundamental questions in life through the medium of geography. We encourage the children to reflect on the impact of mankind on our world, and we introduce the concept of 'stewardship' in relation to sustainable development. Through teaching about contrasting localities, we enable the children to learn about inequality and injustice in the world. We help children to develop their knowledge and understanding of different cultures, so that they learn to avoid stereotyping other people, and acquire a positive attitude towards others. We help contribute to the children's social development by teaching them about how society works to resolve difficult issues of economic development. Geography contributes to the children's appreciation of what is right and wrong by raising many moral questions during the programme of study. Broomhill Infant School is a Fairtrade School

## 6 Geography and ICT

### 6.1 Information and communication technology enhances our teaching of geography, wherever appropriate. Children use ICT to enhance their skills in data handling and in presenting written work. They research information through the Internet.

## **7 Geography and inclusion**

- 7.1 At our school, we teach geography to all children, whatever their ability and individual needs. Geography implements the school curriculum policy of providing a broad and balanced education to all children. Through our geography teaching, we provide learning opportunities that match the needs of children with learning difficulties, and we consider the targets set for individual children in their Support Plans. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those that are 'More Able' and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details, see separate policies: Special Educational Needs; Disability Discrimination; More Able Children; English as an Additional Language (EAL).
- 7.2 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors - classroom organisation, teaching materials, teaching style, differentiation - so that we can take some additional or different action to enable the child to learn more effectively. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. This helps to ensure that our teaching is matched to the child's needs.
- 7.3 Intervention through Monitoring and SEND support will lead to the creation of a support plan for children with special educational needs. The support plan may include, as appropriate, specific targets relating to geography.
- 7.4 We enable all pupils to have access to the full range of activities involved in learning geography. Where children are to participate in activities outside the classroom, such as visits, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils. A ratio of 2:1 adult to child is sometimes necessary on off site visits, especially the beach.

## **8 Assessment for learning**

- 8.1 The teacher uses a range of formative assessment tools to ensure children's retention and recall of key learning. This includes quizzes, exit passes, discussion questions and the learning journey wall.

8.2 At the end of each unit of work the teacher will assess retention and recall by revisiting the knowledge organiser, with key learning missing. The children are expected to complete the missing pieces.

8.3 Teachers use floor books and class timelines to revisit prior learning and build on the children's fluency of knowledge.

## **9 Resources**

9.1 We have sufficient resources in our school to be able to teach all the geography requirements of the National Curriculum 2014. We keep these resources in the Central Area in the Geography Cupboard. We also keep a set of atlases in the library. We have a supply of geography topic books and we have several big books with geographical themes.

## **10 Fieldwork**

10.1 Fieldwork is integral to good geography teaching, and we include as many opportunities as we can to involve children in practical geographical research and enquiry.

10.2 All year groups at BIS carry out an investigation into the local environment and visit Bridlington to compare/contrast environments.

10.3 For health and safety issues regarding fieldwork, our school follows the guidance contained in its policies on Off-Site Visits, Health and Safety and 'Water Margins' for the beach visit.

## **11 Monitoring and review**

11.1 The geography subject leader carries out a termly impact review to triangulate intent, implementation and impact. Any action points are fed into the geography action plan, as well as being fed back to the teachers.

11.2 This policy will be reviewed at least every two years.