

# Airedale Infant School

## 'Ambition, Bravery, Respect

### Geography Policy

Version	Date
Last reviewed	July 2021
Next reviewed	July 2022
Owner	Subject Leader/SLT
Approver	Academy Council

Geography grew as one of the earliest disciplines, from human experiences of exploring the world, in making sense of the location and distribution of places, in understanding the similarities and differences between places, in observing the patterns places create in the world around us, in discerning the processes, influences and effects that interrelate to produce places and patterns as they are and as they change, and in considering what actions are needed to create places that better fulfil human needs and interests."

- taken from "Geographical Work for Primary and Middle Schools"

It is as a result of these observations that the implementation of Geography into our school curriculum is considered to be of great importance.

#### Our rationale

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..

At Airedale Infant School we plan the topics in geography so that they build on prior learning. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the curriculum, we offer them an increasing challenge as they move up the school. Theme days, enrichment days and visits bring breath and balance to children' learning

#### Aims: Intent

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places - both terrestrial and marine - including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes

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- 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.

#### **Curriculum and Subject Content: Implementation**

##### **Key stage 1**

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

##### Locational knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

##### Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

##### Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather □ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

##### Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage

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- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- use aerial photographs 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 its grounds and the key human and physical features of its surrounding environment.

#### Geography Curriculum Map 21-22

Year 1	Field work and mapping skills	Geography-Enquiry describe feature's in local environment			Geography-Enquiry describe feature's in local environment	
Year 2	Geography Skills & Fieldwork- Locality Litter Pick				Location and Place Knowledge -Australia/ Continents and Oceans	Geography Skills & Fieldwork- Locality Litter Pick

#### Monitoring and Evaluation: Impact

Throughout the term/year a range of monitoring activities are conducted in-line with the schools monitoring calendar such as: lesson observations/drop-ins, book/work scrutiny, pupil voice, display audits alongside planning scrutinies. This enables the geography leader to constantly monitor their subject area, identify needs for CPD and/or peer support, while keeping abreast of standards in geography across school.

#### Assessment

Assessment in geography is based upon knowledge and understanding. At Airedale Infant School we use a range of assessment materials to ensure that children are making appropriate progress, including assessment tasks, observations and experiments. Pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programmes of study.

#### **Assessment should:**

Assessment should:

- Be formative and summative
- Be used to inform the teacher for future planning
- Promote continuity and progression
- Form the basis for reporting to parents
- Be based on observation, participation and written outcomes

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- Use video evidence where appropriate for skills that may not be seen in books

The National Curriculum has no prescribed assessment for geography. However, assessments are made towards the end of each unit of work. Ongoing peer critique for group work take place as well teacher assessment. Class teachers are responsible for recording achievement of children working below, at or above age related expectations for their age. All staff at Airedale Infant School strive to ensure that our children reach their full potential in geography and that they understand and enjoy their experiences. They ensure that tasks are differentiated appropriately to match the needs of all pupils, including those with Special Educational Needs. We have a tracking system within school, to follow and accelerate pupils progress. The school geography coordinator monitors progress through the school by sampling children's work at regular intervals.