

# Halfway Nursery Infant School



# Geography Policy

Date Policy Written / <b>Updated:</b>	November 2021
Date Policy accepted:	
Date of Next Review:	November 2022
Signed (Headteacher)	
Signed (Chair of Governors)	
Minute Number	

# HALFWAY INFANT SCHOOL

## GEOGRAPHY POLICY

### What is geography?

*“a science that describes the Earth’s surface,  
physical features, products and populations”*  
Concise English Dictionary

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time.

### We aim 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
- 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.

### Teaching and learning style

Our principal aim is to develop children’s knowledge, skills and understanding in mathematics through the use of the EDUcate approach (Experience, Develop, Use):

**Experience/Engage:** Children should be exposed to and engaged in a concept/idea in as many different ways to gain experience of it. This is an essential part of the learning

process. If children haven't seen, heard or felt part of an idea or concept then they can't possibly claim to have any experience of it. A child with limited or no experience of something cannot possibly develop learning to enable them to use this concept/idea in real life. It is our role as teachers to provide exposure to and experience of a whole range of notions, ideas and concepts to enable children to understand them and use them appropriately in the real world. Whilst providing experience its essential that teachers assess children as individuals' starting points will be very different. AfL at this stage will provide a valuable insight into what future learning needs to take place for children to gain a true understanding.

**Develop:** Once children have gained some experience of a concept/idea and teachers have activated prior learning and clearly identified gaps in learning, then together, teaching can be shaped to develop skills and knowledge to fill gaps in understanding and move learning on. It is in this stage where children should make most progress in developing basic skills and teachers should be constantly reflecting on learning and shaping (and re-shaping lessons) teaching to maximise progress for all children.

**Use:** Once children have developed skills and knowledge and can confidently use them in isolation, it is important we provide children with opportunities to use and apply these newly developed skills and knowledge in real life, purposeful and meaningful situations. It is only in these situations that children will truly show a genuine understanding of a concept/idea, as they should be able to transfer skills/knowledge in the real world, explaining what they have been learning, why they have been learning it and what use it is to them!

### **Attainment Targets**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

### **Subject Content**

#### **EYFS**

Children will develop an appreciation of People and Communities, The World and Technology through the 'Understanding the World' area of learning in the EYFS Curriculum. They will develop their knowledge by discussing their own lives, and learning about the lives of others in the world through trips, visitors and various media. They will learn to talk about why things happen and the places they live whilst developing a caring attitude for the environment and living things through real life experiences and discussion. Children will also have access to a wide range of technology which they will be able to use in genuine situations to record and understand their geographical discoveries.

#### **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
- 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.

## **Organisation**

Geography teaching will be organised in classrooms and “in the field” according to the requirements of the activity and the needs of the children. It will be a balanced mix of whole class teaching, group work, paired and individual work.

## **Resources**

Resources will be kept centrally in the Resources room, providing easy access for all. However, all classrooms should have at least one atlas available for immediate/spontaneous use.