



Thames View Infants

Geography Policy

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Rationale

Geography is the study of people and places. In geography children learn how our environment affects all aspects of our lives, and also how the way we live affects our environment. Through geography it is possible to encourage and develop the wonder children have about the world in which they live. By sharing the experiences of children and families and through observation, questioning and investigations children begin to develop an understanding of the environment in which we live, and knowledge of geographical features around the world.

Purpose

- To encourage children to explore their immediate surroundings and recognise the ways in which land and buildings are used in the area.
- To learn that the local environment has attractive and unattractive features and to appreciate that environments change for better and worse.
- To teach children geographical vocabulary so that they are able to use correct geographical terms to identify features in the environment
- To learn that we can follow directions to find a route or place and develop an understanding of such concepts as distance and direction
- To develop fieldwork skills and find out things for themselves through investigation and enquiry.
- To observe and record aspects of the local environment.
- To use sources other than first hand experience to obtain geographical information.
- To develop skills of interpreting maps and pictures using a compass.
- To recognise that people live in different localities, an area, which for them is home.
- To recognise physical features of a contrasting locality.
- To recognise human features of a contrasting locality.
- To consider the affects of weather on people's lives.
- To notice similarities and differences between different localities.
- To develop a knowledge and appreciation of other cultures.
- To develop a contextual knowledge – places, seas, oceans and the 4 countries that make up the UK.

Guidelines

1. Geography will be taught for a minimum number of hours per week:

- **Key Stage 1:**
Year 1: 40 minutes per week
Year 2: 45 minutes per week

The teaching of Geography should take place within a learning environment, in which all children make as much academic ('maximised value added') progress as possible. It should be taught systematically and methodically each week, adhering to the governing principles, detailed below - within a caring and supportive climate, providing all children with an equitable, standardised, balanced, child-centred, ICT-rich curriculum. However, with time and maturity, and the rise in contextual value added progress that children and teachers will make as a result, progressively more reflective practitioners will utilise 'assessment for learning' information to engender an increasingly more diverse, rich and personalised learning culture within this framework. Accordingly, practitioners may well decide, within this context, to customise their own planning and teaching. Teachers may use assessment for learning information to provide a more reflective and responsive curriculum for their class, engendering personalised learning opportunities to identify and tackle the needs of individuals and groups of children to maximise learning opportunities. Similarly, teachers may decide within their year group to adjust the timings of individual lessons. On occasion, it will be appropriate to have a series of short lessons and, at others, children may require time to develop ideas, and refine and consolidate learning within a more sustained period.

2. In Key Stage 1 teachers will refer to the School's Scheme of Work,. In the Foundation Stage, teachers will refer to the LA's 'Improving the Foundation Stage' and the DfES EYFS Curriculum when mapping the provision for this subject.
3. The Medium Term Plans map out the learning intentions for each unit from the National Curriculum.
4. In Key Stage 1, Geography is taught by means of a "Whole Class Interactive" approach to learning, employing a lively pace and an episodic style of teaching, with a high emphasis on oracy, class participation and effective pupil/teacher demonstration and modelling. Within Year 1 classrooms, it is quite acceptable to see a more multi-disciplinary approach to the consolidation segment of Geography lessons – with role play and art all serving a purpose to help consolidate the learning intentions for a particular session.
5. Geography will be taught *systematically* yet within a caring and supportive climate, where children feel sufficiently secure to take risks.
6. Within the different episodes of the Whole Class Interactive Teaching lesson, teachers will skilfully use differentiated questioning to:
 - i. engage children in effective pupil demonstration and modelling;
 - ii. scaffold children through extended dialogue, to improve oracy skills, enhance self-esteem and to extend their children's learning through giving extended responses;
 - iii. identify assessment for learning information, to gauge understanding and to re-focus teaching, if necessary;
 - iv. offer children focused feedback.
7. Short term plans should state clearly the learning intention in 'child speak' and the learning intention must be shared with the class, so that children know what they are expected to

learn. The teacher must be sure of the learning purpose of the lesson. All children need positive feedback to reinforce their knowledge and self-confidence and activities may need to be modified to ensure that all children can participate.

8. Wherever possible, questioning and discussion should be encouraged between pupil and adult, and pupil and pupil.
9. Children will study geography through first hand experiences as they observe and investigate features of their local environment e.g. shops, churches, library etc. and people who live and work in the locality.
10. Knowledge and understanding of places should also be developed through a variety of resources e.g. photographs, pictures, books, videos, personal accounts.
11. Children will be taught and will be expected to use appropriate geographical language to describe and interpret their surroundings e.g. hill, river, town, city.
12. Children will be helped to develop investigative and enquiry skills, *Why do you think this happened? Have you noticed?* Children will be helped to collect evidence, answer questions and report their findings.
13. Children will make comparisons between the local environment and other localities within the U.K. and other parts of the world.
14. Children should make plans and maps and be taught to use globes, maps and plans.
15. Children will be helped to develop an understanding, awareness and sensitivity to other cultures. They will be introduced to different ways of life using quality resources and the personal experiences of children, families and staff.
16. Through investigation and direct teaching, children will be asked to think about the effect human beings have on their environment places and the ways in which we should care for, and improve the locality in which we live.
17. Teachers will integrate ICT wherever appropriate into all lessons:
 - a. Within the various episodes of the Teaching & Guided Practice Segment:
 - as a tool to aid the teaching of key skills; engage children, engender pupil modelling & demonstration and to enhance oracy.
 - b. Within the Child Consolidation Segment:
 - enabling children to undertake an ICT-based alternative activity, directly consolidating the learning intention for that lesson;or
 - to provide an activity which consolidates the lesson's learning intention, whilst at the same time embedding skills linked to that week's ICT lesson.



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Within this manner, ICT will be employed as a vehicle to engender oracy, independent and collaboration worked and personalised learning, linked to this subject.