



Fulwell Infant School Academy **GEOGRAPHY POLICY**



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INTENT

At Fulwell Infant School Academy the aspirations and intent we have for our children is to inspire in them a curiosity and fascination about the world. The geography curriculum focus is to develop the children's understanding of place and environments relating to human and physical geography. The children will learn about their local area and contrast this to different locations within the United Kingdom and develop knowledge about the world. We focus on the physical world and this enables the children to recognise the importance of the interaction between physical and human processes.

BEHAVIOUR AND ATTITUDES TO LEARNING

The approach within our school is to foster curiosity, enthusiasm and fascination toward the learning and understanding of the world around them. We will encourage our children to have a positive attitude and commitment to the subject and allow the children the opportunity to begin to understand they can make a difference to their community and the wider world. Within the subject we encourage children to become resilient learners as they become more independent and capable of overcoming challenges by beginning to take risks and ultimately take pride in their achievements and geographical knowledge.

TIME ALLOCATION

Throughout the school year we aim to seek a balance between all subject areas. Geography will be taught using a thematic approach providing flexibility for short and long projects at a relevant time for the children to build onto all their learning. Teachers will use their professional judgement in deciding the best use of time.

FIELDWORK

At Fulwell Infant Academy we believe fieldwork is an essential component of geography education. Fieldwork supports the geography curriculum by promoting geographical knowledge and understanding. Fieldwork allows children the opportunity to learn outside the classroom and reinforces children's understanding of geographical terminology and processes. It provides experiences for children to contextualise their learning and contributes to their cognitive development. Fieldwork promotes the development of a wide range of different skills, many of which can be transferred to other subjects. These can include enquiry skills such as observational skills, data collection, data analysis, map work and investigative skills. Geography fieldwork also supports children's communication and numerical skills. Allowing our children the opportunity to have access to fieldwork should support our children to become rounded learners. There are many challenges provided by fieldwork, which can help to build children's confidence and resilience. Fieldwork enables students to develop their understanding of different perspectives on social, political or ecological issues, enabling them to clarify and justify their own values whilst learning to acknowledge and respect other people's values. Furthermore fieldwork can help to develop a respect for the environment and facilitate experiential learning. Fieldwork uses primary resources (first hand experiences) that allow children to build upon their learning from secondary resources (maps etc) they have used in the classroom. We are very fortunate at our school that our community is near to the coast and we plan visits for our children to help them to appreciate their local environment.



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The essential characteristics of a geographer at Fulwell Infants will enable them to:

To begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

To be able to use basic subject-specific vocabulary relating to human and physical geography.

To gain a real sense of curiosity about the world and excellent knowledge of globally significant places and retain important facts about each specific place.

To communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

To have the ability to collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.

To be able to interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).

To develop a knowledge and understanding of their immediate environment and the world around them.

The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

To develop fluency in geographical enquiry and the ability to apply questioning skills.

The ability to reach clear conclusions and develop a reasoned argument to explain findings.





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IMPLEMENTATION

- Motivate and stimulate interest and excitement for learning
- Ensure children discuss and take an active part in their learning
- Address the literacy and numeracy needs of each individual and make full use of ICT in the provision of learning opportunities for all learners with additional educational needs, setting appropriate yet challenging targets for improvement.
- Provide a broad and balanced curriculum using a thematic approach where curriculum areas are linked. (Reference reading, writing and maths opportunities). Within each year group, a different text is chosen every half term, which provides opportunities to link the topic to foundation subjects. The enriched curriculum incorporates reading, writing and maths opportunities across the foundation subjects. Specific to geography, the children have access to many texts appropriate to the topic a key example being an atlas. There are many writing opportunities linked to Geography, for example a focus could be a piece of writing comparing and contrasting the United Kingdom with another chosen country. Maths skills are an integral factor to the teaching of Geography as children are encouraged to use their maths skills to support their learning when reading maps, plotting co-ordinates and distances between different physical features.
- Ensure children embed key concepts in their long-term memory.
- Provide opportunities that extend and enrich learning to include visits or visitors, where appropriate
- Ensure that we use a range of classroom practice and teaching style appropriate to the needs of the learners in the group.
- Use the full range of differentiation (scaffold and challenge) strategies to ensure that all learners have the opportunity to access the curriculum and make progress and adopt teaching methods that reflect the differing learning styles of the individuals in the group.
- Monitor progress against targets and share the information with the learner and parents
- Seek to overcome potential barriers to effective inclusion.
- Ensure display in the learning environment celebrates the achievement of our children and scaffolds their learning to extend their achievement further.
- Provide home learning activities which extend and support learning.

Curriculum planning for Geography

EYFS

At foundation stage the children will have the opportunity to explore, investigate and make new discoveries about the world they live in. their first experiences are likely to include;



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- Planned learning experiences to explore their immediate environment inside and outside of the classroom/school building - exploring and caring for school gardens/planting.
- Talking about their home and journey to school what they might see/pass on the way.
- The development of care and concern for the environment - tidying classroom/outdoors, not wasting resources and care for resources.
- Discussion about changes seen over time linked to seasons.

See supporting document with new EYFS objectives linked to Geography.

Long term plans for Year 1 and Year 2

Long term plans map out the themes covered in each term for each year group in key stage 1. The curriculum leader for Geography will liaise with all curriculum leaders to ensure that learning builds upon learning.

Medium term plans for Year 1 and Year 2

Medium term plans give an overview of content, which are constantly being reviewed and amended to ensure relevance for the cohort of children, give details of each unit of work for each term. They ensure an appropriate balance and distribution of work across each term.

- Key skills development to ensure children progress at a level according to their ability. They identify learning objectives and outcomes for each theme.

Short-term plans are completed by staff for each block of learning.

These include:

- the specific learning objectives and detail how the lessons are to be taught,
- success criteria which are shared with the children to ensure children understand their next steps to learning,
- activities to engage the children and to lead their development through active participation.

We plan the activities in depth so that they build upon the prior learning of the children. We give children of all abilities the opportunity to develop their skills, knowledge and understanding and we also build planned progression into the scheme of work, so that the children are increasingly challenged as they move through the school.

Planning is recorded in class files which are accessible to all staff. In this way subject/curriculum leaders can monitor and develop learning within their curriculum area. Scrutinies of planning and work are carried out by subject leader/leadership with feedback given to ensure children access the full curriculum. We will ensure that we plan to meet the needs of the following clearly identifiable groups:

- Gifted and talented learners
- Learners from different ethnic groups
- Learners for whom English is an Additional Language
- Learners with Special Needs and disabilities
- LGBT
- Learners with emotional, behavioural or social needs



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- Learners who are at risk of disaffection or exclusion
- Learners who are "Looked After" in public care
- Learners in receipt of Pupil Premium.

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

Learning through Geography contributes to the children's spiritual development in many ways. We provide children with the opportunity to discuss moral questions, what is right and wrong. Children learn how society has changed and develop skills to become good citizens. They study their own rich cultural heritage and developing an understanding of how this culture is enriched by the multi-cultural British society of today, based on British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

PERSONAL DEVELOPMENT

Character development is a very important aspect of our school and specific to Geography is the understanding of the diverse world in both our immediate community and the world at large. As a school we promote British Values to ensure our children become respectful citizens and to be able to empathise and support the importance of equality within our society. Geography promotes these British Values as within this subject we strive to "respect the cultures and beliefs of others" when learning about different countries and cultures around the world. We encourage our children to develop, discover and explore their own personal interests and talents within each specific subject and as teachers we are able to adapt the lesson to encompass the interests of each child. This is to support the mental, emotional and physical well-being of all our children.

RESOURCES

We have sufficient resources available in school to meet the needs of the Academy Curriculum. This allows resources to be matched to any developments in the curriculum, through the teaching of knowledge, skills and understanding.

ASSESSMENT

Formative assessment involves spending time before and during each unit or theme time eliciting children's knowledge and understanding - Mind Mapping/ Spider Graphs, discussions etc. We follow the principles of Assessment for Learning in all of our Knowledge and understanding. This involves identifying a child's progress in each area of learning, determining what each child has learned and identifying the next steps in his/her learning, linked to the learning intention and success criteria for the session. Effective tools used by our teaching staff include:

- . Sharing explicit learning intentions and success criteria
- Quality questioning
- Self- assessment and peer assessment against learning intentions and success criteria
- Quality marking to identify areas where the success criteria has been met and areas that need to be improved



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Summative assessment involves spending time at the end of each unit or at the end of year assessing children's skills and understanding. The National Baseline (2019) will provide a baseline assessment level for each child. Class teachers assess children against key learning, identified on the termly foundation plan. This identifies children needing additional support and those who are working at a mastery level.

Assessment against the National Curriculum allows us to consider each child's attainment and progress against age related expectations. This ensures that our teaching is matched to the child's needs. Intervention is provided, as set out in the renewed SEN code of Practice (2014), through quality first teaching and where a child is in receipt of a statement of Special Educational Needs or Education Health Care (EHC) plan a specific education plan will be in place linked to specific targets. The targets may include, as appropriate, specific targets relating to Geography.

ENRICHMENT

The immediate environment is a rich source of experiential learning and can be used to deepen children's geographical skills and knowledge. The National Curriculum aims can be further developed by children experiencing outdoor learning and our local environment is a positive stimulus for children's learning. The school is located very close to the coast, which encompasses the physical features stated within the National Curriculum. Specific key human features, which stimulate children's learning, are located within the area: the harbour, the port and the lighthouses. It is crucial that we use our local environment as it is a valuable source of learning that provides many key opportunities to further develop children's understanding.

Visits linked to Geography curriculum

EYFS:

Visits and visitors to Nursery and Reception are clearly linked and determined by current learning themes the children are often seen making their own maps as they explore and discuss their own immediate environment. They are encouraged to comment and ask questions about their familiar world such as the place where they live. They have in the past visited the beach, the local park, West Boldon Lodge and Washington Wetlands and Blue Reef Aquarium where the focus of learning has been on habitats and changes to the environment.

Year 1:

Autumn term 2 – The text focus for this half term is Katie Morag

To go on a walk around the local area, focusing on human and physical features. Observe Fulwell Windmill. **PfA1, OLE, LC**

Summer term 1 – The text focus for this half term is The Gruffalo

To go on a walk around local area looking at certain landmarks and where they are positioned. Come back to school and discuss what children saw e.g. doctors, library, sweet shop, blue bell, Sainsbury's etc. **OLE, LC, PfA1**



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**Progression from the trip - The children to create a simple map of their local area.
To identify landmarks on their map.**

Year 2:

Autumn term 2 - The text focus for this half term is Hansel and Gretel -

Cross curricular links:

Comparing forest environment to our local environment.

To visit Roker beach and to support our local environment by picking up litter to prevent pollution within our local sea. Reinforce the importance of keeping the oceans and seas clean to protect our wildlife.

Spring term 2 - The text focus for this half term is The Lighthouse Keeper's Lunch

Cross curricular links:

To walk to Roker beach and observe the cliffs and local lighthouse. Children to draw an observational drawing of the cliffs and be able to explain how physical features of a cliff have been formed by using their experiential learning.

Linking to Identifying physical features, including cliff, beach and island.

Summer term 2 - The text focus for this half term is Pirates

Children to visit local caves at Roker Park. TO BE CONFIRMED

INCLUSION

The governors and staff of the academy are committed to providing an inclusive range of high quality learning opportunities for everyone involved with the school and Community. We will ensure that everyone has an equal opportunity to access the full range of provision available in Geography and will actively seek to remove barriers to learning and participation. The teaching and learning, achievements, attitudes and well-being of every child are important.

HEALTH AND SAFETY

The teacher will be responsible for planned activities within Geography that are appropriately risk assessed to comply with health and safety requirements. They are also responsible for the health and safety of themselves, classroom assistants, visitors and pupils within their class.

IMPACT

Leadership will consider first hand evidence of how children are doing in each subject. Quality first teaching in response to the planned curriculum will provide evidence and information to answer the key questions listed below:

Do all our children achieve as much as they can?

Are there differences in the achievement of different groups of children?

What are we doing for those children who we know are not achieving their potential?

Are our actions effective? Is the curriculum promoting outstanding learning?



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END POINTS

End Points have been identified for both EYFS and KS1. These end points show where we believe our most able children, least able children and children with SEND should be by the end of each stage. By having end points for our most able children we guarantee that they are being challenged and stretched with their geographical thinking, and we have set ways in order to achieve this. Having manageable end points for our least able children ensures that every child can progress in their knowledge and skills.

Differentiation and support can be put in place to ensure that everyone is advancing further with their geographical knowledge and thinking. We have also identified end points for those children with SEND to ensure that our curriculum is inclusive for all and therefore aim for the children to advance in areas of geographical thinking such as exploration and curiosity. These end points show clear progression in skills throughout EYFS and KS1 and therefore enables the children to be consistently progressing no matter their ability. End points can be seen in the Progression Guide and End Points booklet.

SUBJECT LEADER

The Subject Leader has the responsibility for overseeing and resourcing the subject. There is an annual budget for resourcing Geography so that effective teaching can take place and the school's policy can be maintained. This may vary from year to year according to curricular priority and resources available.
(see role of subject leader document)

MONITORING AND REVIEW

The leadership team (including the subject leader) is responsible for monitoring planning and the standard of children's work. Monitoring activities include planning and work scrutinies. This involves interviewing children across key stages. Children are asked focused questions about their learning with their work. This enables curriculum leaders to monitor progress within their subject. The curriculum leader supports colleagues in the teaching of Geography, by giving them information about current developments in the subject and by providing a strategic lead and direction for the curriculum area in the school. Curriculum leaders meet with governors, as appropriate, to discuss current developments in their subject. Key questions are discussed during these meetings.

Laura Middleton