



Linton CE Infant School

Policy for:

Geography curriculum

Agreed by: Curriculum & data committee

Date: October 2023

Review Date: October 2025

Linton CE Infants where happiness and achievement go hand in hand

Linton CE Infant School: where happiness and achievement go hand in hand

The staff and governors at Linton C.E. Infant school provide an environment where children and all school members can be happy, healthy and safe and achieve their full social and intellectual potential.

We do this by:

- creating a caring, Christian environment,
- creating happy, stimulating and exciting opportunities for learning,
- developing positive relationships based on respect of self and others,
- supporting a creative approach to personal development and growth.

We work in partnership with parents and our community to fully equip children for their future

Introduction

This policy outlines the teaching, organisation and management of the Geography taught and learnt at Linton Infants School. It reflects the school's values and ethos. The policy has been drawn up after staff consultation and has the full agreement of the governing body. The implementation of the policy is the responsibility of all the teaching staff.

Rationale

Geography is a valued part of the national curriculum. It provides a means of exploring, appreciating and understanding the world in which they live and how it has evolved. Geography explores the relationship between Earth and its people.

Geography stimulates curiosity and imagination, and we aim to build upon the child's 'personal geography' by developing geographical skills, understanding and knowledge through studying places and themes.

Geography encourages children to learn through their experience particularly through fieldwork and practical activities.

Aim

Good Geography aims to:-

- Inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.
- 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
- Provide 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 and through a variety of media.

Objectives of Curriculum

Children will be taught a range of knowledge of skills in both Early Years and Key Stage 1.

Early Years Foundation Stage

In Early years these focus areas will be taught through the current topic.

- Similarities and differences in relation to places, objects, material and living things.

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- Features of their own immediate environment and how that environment varies from other environments.
- Observations of plants and animals.
- Observe and comment upon changes that are taking place around them.

Key Stage 1

In Key Stage 1 these focus areas can be taught through the current topic

- Locational knowledge
- Place knowledge
- Human and Physical geography
- Geographical skills and fieldwork

Teaching

Teaching Time

To achieve the objectives of the Geography Curriculum, the subject will be taught as either an isolated topic or integrated with other subjects through a termly or half termly topic with other subjects linked in.

Organisation

In Geography the skills are taught discreetly through the topics being taught at the time. Many cross-curricular links will be made to tie the learning of the Geographical skills to the current topic being taught.

In lessons a variety of approaches will be engaged. A focus upon the key threads of learning are woven in a cyclical nature throughout the curriculum to ensure continuity and progression.

Lessons will include a blend of whole class teaching, group work and individual work.

Learning activities may consist of

- Groups, usually of mixed ability or differentiated tasks
- Teacher produced work cards
- Relevant discussion at class, group and paired level
- A chance for groups to communicate findings in a variety of ways including the use of ICT

Planning

Planning is carried out on 3 levels

- Long term planning of topics covered shown in a curriculum web and mapped out to ensure complete curriculum coverage
- Medium Term planning
- Short Term planning

Planning is the responsibility of individual teachers and should be used to

- Set clear objectives
- Ensure work is matched to pupil's abilities and interests
- Ensure progression, continuity and subject coverage throughout the school

Within a class there will be a wide range of abilities, from those who are more able to those who have special educational needs. The class teacher will provide differentiated activities for the children through task, outcome and resources and the support given to meet the needs of the individual.

Assessment

Assessment will take place at three connected levels: short term (formative) after each lesson, medium term (summative) at the end of each term and long term. These assessments will be used to inform teaching in a continuous cycle of planning, teaching and assessment. Short term assessments will be an informal part of every lesson to check pupil understanding and give information, which will help teachers to adjust day to day lesson plans.

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Medium term assessments will take place at the end of each term after each topic has been completed.

Long term assessments will take place towards the end of the school year to assess and review pupil's progress and attainment. These assessments will be drawn from teacher assessment and records and medium-term plan assessments. This will be passed on to the pupil's next teacher in line with the school's non-core assessment procedure.

Recording is used to note an individual's progress and to provide guidance for future learning and teaching. The subject will be monitored by the subject co-ordinator as outlined in the 'Monitoring and Evaluation' Policy. This includes work scrutiny, planning scrutiny professional dialogue with teachers, reporting and evaluating resources. After these events, feedback will be given to both the Senior Leadership Team and the teaching staff.

Resources

Geography resources are stored in the cupboard in the library and Topic storage cupboards and atlases and maps are stored on library shelves.

These geographical resources include but are not limited to:

- Clothing from around the world
- Globes
- African drums
- Chinese New Year decorations

ICT resources are used to enhance teaching and learning.

Special Educational Needs and Equal Opportunities

In line with the school's equal opportunities policy, all children will have an entitlement to all aspects of the Geography curriculum.

Linton Infants cultivates an ethos that recognises and nurtures the unique contributions that can be made by each individual child and member of staff. Our children are from a variety of religious and cultural backgrounds and are encouraged to develop positive and tolerant views of one another and those outside the school community.

We teach Geography to all children, whatever their ability. Geography forms part of the school curriculum policy to provide a broad and balanced education for all children. We provide learning opportunities that are matched to the needs of children with learning difficulties and considers the targets set in the child's Personal Plan.

We provide learning opportunities that are matched to the needs of children who have English as an additional language (EAL) using talk partners and where appropriate lessons are supported by visual cues and word banks and investigative work is interactive.

Opportunities are offered to all children to extend and deepen their learning.

Review procedures

The school's geography policy will be initially reviewed after 2 years, and afterwards when:

- A new coordinator is appointed
- There has been a significant change in staff or pupil intake
- There have been changes in National Curriculum requirements
- New information has been made available affecting an aspect of the policy: health and safety for example.