

GEOGRAPHY POLICY

BUXTON INFANT SCHOOL

This policy was reviewed by the Governing Body on 22nd November 2017

It will be reviewed November 2020

Signed:

Date:

Geography Policy

Definition

At Buxton Infant School we use a creative topic based curriculum and because of this the relevance of geography is not limited to its own discipline but is enlivened by it links to other subject areas. We take pride in the location of our school at the heart of Buxton and place great importance on using every opportunity to explore Buxton and the surrounding area as part of our studies.

As an ECO school the importance of caring for our environment is integral to the school's learning ethos and we hope to enhance the children's sense of responsibility for the care of the earth and its people.

Aims

Geography teaches an understanding of places and environments. Through their topic work, children learn about the 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 will learn how to use geographical enquiry skills including fieldwork skills, geographical terms, photographs and making and using maps.

Objectives

During the course of our topics we aim to give our children:

- A growing understanding of the features of Buxton and the rich geography of the local area.
- First hand, real, physical experiences of the above by ensuring the children go out frequently around Buxton and further afield.
- Knowledge of the location and features of other places in the world and how they differ from their own locality.
- Graphic skills, including how to use, draw and interpret maps.
- An understanding of environmental problems at a local, regional and global level.
- A growing respect and tolerance for other cultures and other ways of life.
- A chance to use their growing skills in literacy, numeracy and ICT, as well as problem solving and enquiry in presenting geographical information in an appropriate way.

Content

Overall planning for the geographical content of the topics is based on the objectives as detailed in the national curriculum.

These are:

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 UK and its surrounding seas.

Place knowledge

- Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country.

Human and physical geography

- Identify seasonal and daily weather patterns in the UK 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 and human features. The document lists some specific features, including beach, forest, season, city, factory and house.

Geographical skills and fieldwork

- Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at KS1.
- Use simple compass directions and locational and directional language, 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.

Foundation Stage planning

We teach geography in the reception classes as an integral part of the topic work covered during the year. The reception classes are part of the Early Years Foundation Stage and we relate the geographical aspects of the children's work to the objectives set out in the Development Matters criteria and the Early Learning Goal which underpins the curriculum planning for children aged three to five. Geography makes a significant contribution to the development of each child's knowledge and understanding of the world.

Information and Communication Technology

ICT will be used in various ways to support teaching and motivate children's learning. It will involve the interactive whiteboard (IWB), class laptops, and audio-visual aids. ICT will be used in geography lessons to support and enhance the learning of geographical skills and objectives. The internet and CD-ROMs can develop skills of geographical enquiry and provide access to a range of information sources, many of which are unavailable in any other forms.

Marking and Feedback

Written feedback is given against marked work in topic books, in line with the school marking policy. Oral feedback is given to the child to help guide his or her progress.

Assessment

Children demonstrate their ability in geography in a variety of ways. Teachers will assess children's work by making informal judgements during lessons through observation and through guided group work. Teachers will use their assessments to inform future planning.

Health and Safety

When children engage in fieldwork or any other practical tasks the teachers will carry out a risk assessment prior to the activity. Children will be informed of any safety measures to be taken. Appropriate adult supervision will be provided.

Monitoring and Review

The Headteacher, the Geography Coordinator and the Link Governor are responsible for ensuring the appropriate policy statements and schemes of work are drawn up and revised in line with the school improvement plan and the national curriculum. The Link governor will meet at least annually with the subject coordinator to observe geography lessons and to keep up to date on the teaching of geography in the school.

Equal Opportunities

At our school we teach Geography to all children, whatever their ability and individual needs. Geography implements the school's curriculum policy of providing a broad and balanced education to all children. Through our geography teaching we provide learning opportunities that match the needs of children with learning difficulties and we take into account the targets set for individual children in their SEND Support Plan. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

All children will be given equal access to Geography, irrespective of race, gender, creed, level of ability or nationality.

Adopted by the Curriculum Committee on **22nd November 2017**