



BUXTON INFANT SCHOOL

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GEOGRAPHY POLICY

BUXTON INFANT SCHOOL

This policy was reviewed by the Governing Body on November 2020

It will be reviewed November 2023

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

All pupils will be taught in line with the school's progression document that is founded on the expectations set out in the National Curriculum (see below). The progression document ensures that there is a progression in the teaching of skills and sophistication of resources used. It also outlines the year 3 content which children will go on to learn on transfer to key stage two at Buxton Junior School. All children will be given the same opportunities. Work will be differentiated according to the child's ability and understanding.

Overall planning for the geographical content of the topics is based on the objectives as detailed in the national curriculum and laid out in the school's progression document.

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 White Board (IWB), laptops, tablets and audio-visual aids. ICT will be used in Geography lessons to support and enhance the learning in both knowledge and skills. The Internet can provide access to a range of information sources, many of which are unavailable in any other form.

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.

Evaluation and Assessment

Teacher's assessment will be carried out continually through discussion, observation and questioning and formative information recorded termly in relation to the unit of work being covered. Where possible photographic evidence or examples of work will be kept and may be used as part of the annual report to parents regarding children's progress. Summative assessment will be based on National Curriculum level descriptors and attainment is reviewed against the objectives set out in the school's progression documents.

Health and Safety

When children engage in fieldwork or any other practical task 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. Any visiting speakers will also be subject to relevant checks.

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.

Equal Opportunities

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

Adopted by the Curriculum Committee on **19th November 2020**