

Woodgrange Infant School Geography Policy

Aims of this policy

- To ensure a common approach to teaching Geography in our school.
- To outline how we ensure pupil progress.
- To ensure all staff understand how to support pupils' development in this area.

Why do we teach Geography?

At Woodgrange Infant School we believe that Geography is an important part of the school curriculum, we teach aim to:

- Give children a sense of their own identity within social and cultural relationships.
- Develop and use correctly geographical language and a vocabulary of g geographical terms.
- Encourage children to interpret, explain and ask geographical questions, for example: why does this happen? Why is it like this?
- Promote positive attitudes towards and enthusiasm for learning about the world.
- Help children gain a level of geographical understanding appropriate to their age, ability and maturity.
- Develop in our children a curiosity for Geography both in Britain and the wider world.

How do we teach Geography?

At Woodgrange Infant School we believe that it is important for young children to meet geographical ideas through direct experience and relate them to their everyday life experiences. We encourage practical learning through observation, various resources, fieldwork and where appropriate educational visits.

All children are taught Geography through topics. At the start of a topic children are given opportunities to share prior knowledge and this enables the teacher to plan effectively.

Our curriculum is delivered through a lively cross-curricular approach. The skills of enquiry are taught and practised in contexts provided by our topics such as "Pirates" or Red Riding Hood (maps). Skills are built up from EYFS to KS1.

Direct teaching of Geography may take place during the topic times. This is through group or whole class activities. Teachers in each year group work closely together from the same plans and each class have the same learning objectives, although there may be some differences in delivery or resources to allow differentiation.

Geography in the EYFS

In the early years we concentrate on developing a sense of local Geography, giving children a sense of their immediate locality that they can relate to and use as a stepping-stone in following years.

Speaking and listening activities are seen as an important introduction to Geography.

In our organisation for Geography activities we provide opportunities for children to work:

- independently or collaboratively
- in large or small groups
- as a whole class
- in mixed ability groups
- in ability groups depending on the context.

The range of work planned provides opportunities for activities which:

- are of varying length
- are flexible enough to meet the needs of all pupils
- are challenging and stimulating
- are open-ended
- use exciting resources and creative starting points

Display

Classroom displays are regularly updated to reflect current work and include relevant vocabulary as well as posters and pictures to support learning. Resources reflecting topics are kept in the classrooms where appropriate.

Supporting all learners

We consider all children to be “Geographers” regardless of their age or ability, and we try to develop an environment where all children can experience success. We do this by providing a variety of open-ended tasks and active learning experiences that follow children’s interests and experiences, with different expectations of outcome.

In order for our children to become confident in this area we feel that it is essential to develop speaking and listening skills. We make activities practical by using real objects and images in the classroom. An emphasis is placed on oral skills as a support to Geography. If necessary we use a child’s home language.

Assessment

At Woodgrange we carry out informal assessments in all foundation subjects, these include:

- Observations made by teachers and teacher assistants.
- Discussions between members of staff about pupil performance in, for example, planning meetings
- Questions to pupils during lessons to assess if learning objectives are being met.
- Discussions with pupils

These may be recorded as:

- Teachers’ own personal notes
- Notes on planning sheets
- “Mental” notes