



Chater Infant School

**An exceptionally high performing
professional and learning culture creating
excellent achievement for all.**

Geography Policy

Rights Respecting School Agenda

*We have the right to go to school
We have the right to learn.*

Article 3 - The best interests of the child must be a top priority in all actions concerning children

Article 28 - Every child has the right to an education (from the National Convention on Rights of the Child)

This policy will be equality impact assessed with regard to disability, gender and race at the time of review and issues arising will be carried forward into the equality action plan.

Date agreed: November 2017

Date of next review: November 2020

1. Values and Aims

- To stimulate an interest and sense of wonder about the world whilst discovering more about it.
- To develop a sense of place together with an understanding, tolerance and respect for the people and cultures of the world.
- To raise an awareness of the environment and the role we, as humans, play in influencing its state and development.
- To promote a responsibility and understanding for the care of Planet Earth and its inhabitants – human, fauna and flora.
- To develop skills of observation, exploration and enquiry.

2. Objectives

(a) Learning

We believe children learn best through a subject and topic based approach, as well as cross curricular teaching.

(b) Teaching

Geographical knowledge, understanding and skills are developed through teaching in groups and whole class as appropriate, as well as through discussion between teacher/child and child/child.

Activities are planned to enable all children to access the subject at their own level, therefore being inclusive to all abilities.

Topics, themes and events throughout the year provide opportunities for children to develop their geographical skills, knowledge and understanding in more depth.

In order to develop the pupil's knowledge, understanding and skills we aim to provide opportunities for pupils to:-

- a) Become aware of similarities and differences between different places and environments.
- b) Begin to describe and explain these similarities and differences.
- c) Use maps, atlases, globes, artefacts, the locality, stories, diagrams, books, digital media and a variety of other resources to find out about the world.
- d) To use and develop their enquiry skills by observing, listening, asking questions etc.
- e) Communicate their findings to others – orally, written, using diagrams and charts, though role play and photographs.
- f) Use practical work and investigation for example creating maps and models.
- g) Use cross curricular links and skills, such as Maths, Art, D.T, Drama and role play, Literacy and story telling, History, ICT, Music etc.
- h) Use local area, fieldwork and trips.

3. Planning

In the Foundation Stage Geography is planned and taught through the Early Years Outcomes statements from the EYFS document in the curriculum area of Understanding the World.

In Key Stage 1 Geography is taught in blocks following the National Curriculum. A copy of the planning is available on the school curriculum drive.

4. Assessment, Recording and Reporting

In Foundation Stage children are assessed against the appropriate Early Years Outcomes age band statements in the curriculum area of Understanding the World.

In Key stage 1 assessment is ongoing, with evaluations informing class teachers whether children are working below, at or above the expected standard.

A summative assessment of children's attainment is made at the end of each term.

A record is kept of work covered by individual teachers and through curriculum planning. There are two parent consultation evenings every year. Parents are encouraged to discuss individual progress with the class teacher or the Headteacher.

Geography is included in each child's Annual Report, under Humanities for Key Stage 1 and within the Foundation Stage Profile Report for the Foundation Stage, under Understanding the World.

5. Monitoring and Evaluation

- Planning is monitored by the co-ordinator each term.
- Lesson observations will be carried out by the Co-ordinator. The observations will have a specific focus, related to the School Development and Success Strategy.
- Work sampling and scrutiny is used to inform us about the progression, quality of work, range of recorded work, use of appropriate vocabulary and standards achieved.

6. Resources

Geography resources are kept in the PPA room, the outdoor storage unit and in classrooms. The local area and Cassiobury Park are regularly used. Lessons are enriched with regular trips out, visitors to school and drama sessions.

7. Presentation

- Much of the work in Geography will be practical but children will be given the opportunity to record their work as appropriate through maps, diagrams, written descriptions and explanations etc.
- Geography is an integral part of the curriculum and links with most other curriculum areas, so that it may also be recorded and presented as such (eg. through art work, graphs, models, role play etc)
- Geography displays are presented throughout the school.
- Aspects of geographical work will be presented in the Sharing Work Assembly.

8. Cross-Curricular Links

All teaching and learning at Chater Infant School provides opportunities for cross-curricular links with all subjects. Teaching and learning in Geography links especially well with Art, Design Technology, Maths, Science, Music, Speaking and Listening (particularly questioning), Computing and Personal, Social, Health & Citizenship Education (PSHCE) English is embedded in the Geography curriculum through report writing and use of nonfiction books.

9. Management and Co-ordination

The Geography Co-ordinator manages this area of the curriculum in line with the job description for subject co-ordinators.

This policy is reviewed during a staff meeting to ensure it still represents the values and practice of the school. It is then reviewed by the Curriculum Committee and ratified by the Governing Body.