

Yeadon Westfield Infant School Geography Policy 2017- Review 2020

This school is committed to safeguarding and promoting the wellbeing of all children, and expects our staff, governors and volunteers to share this commitment. This policy should be read in conjunction with all other school policies.

Introduction

The teaching of *Geography* should inspire in pupils a curiosity and fascination about the world and its people. It will enable pupils to see the links between the natural and human world, to develop an appreciation of how different cultures and societies rely on each other and help them to think about their own place in the world and their responsibilities towards it.

Aims

We aim, through the teaching of *Geography*, to enable pupils to:-

- develop geographical knowledge and understanding of places and environments throughout the world;
- develop a greater knowledge of their local area and community;
- increase their knowledge of other cultures and, in so doing, develop respect and understanding of what it means to be a positive citizen in a multicultural country;
- learn graphic skills, for example how to use, draw and interpret maps;
- develop an awareness of the relationships between people and the environment;
- develop a range of investigative and problem solving skills both inside and outside the classroom;
- and to develop a sense of responsibility for the care of the earth and its peoples.

Principles which underpin our scheme of work

- Our approach to *Geography* is in line with the overall educational approaches of the school and other curriculum areas.
- The knowledge and concepts to be taught are identified through the topics so that appropriate teaching activities can be planned.
- Our *Geography* scheme will be manageable in terms of content, for both staff and students.
- We will ensure there is a clear progression from Foundation Stage 1 to Year 2 which takes account of the development of children's geographical thinking and general progress.
- All the children will be given clear instructions about all the Health and Safety procedures laid down for off-site visits (see policy on educational visits).
- All the children will be given clear instructions on how to hold and use materials or objects obtained from local environments safely in order to prevent injury.

- All the pupils will be made aware of rules and procedures governing any investigative work.
- All studies carried out in the school grounds will have any risks identified before commencement and protective clothing will be worn where necessary.
- Our Scheme of work has been developed in line with:
 - The National Curriculum requirements for KS1 (2014)
 - EYFS Curriculum - Understanding the World - People and Communities.
- We will use the locality and school environment wherever possible to deliver the Geography curriculum.
- We will continue to look for ways to enrich and enliven the curriculum with visits and visitors where appropriate.

Themes to be covered over the year

Foundation

Seasons and weather, Clothes we wear, Myself/Ourselves, Small world play, Family, Homes, School, People who help us, Transport /Journeys, Maps, Environment.

Year1

Seasons and weather,

Around school /The local area - where I live.

Maps and atlases, using Google Earth to explore interests.

Four countries/capital cities and surrounding area and seas.

An introduction to the Continents and Oceans.

Year2

Location and place knowledge

Continents

Polar regions

Compass and grid references

World environment day

Recycling and looking after our planet

Where a theme fits into or alongside another topic or subject, it will be clearly identified as Geography, or in the Foundation Stage as Understanding the World - People and Communities, on the planning sheets and in books. Geography can also be taught as a separate topic or block of teaching.

The full range of teaching styles and learning experiences used in the rest of the curriculum should be used for the teaching of Geography, including

- individual, paired and group activities
- differentiated tasks and materials
- appropriate use of information technology
- access to a broad range of supportive resources
- presentation and display of pupils' work through a variety of media

Assessment

Performance in Geography will be assessed during the year and judged against the level descriptors at the end of each year. In the Foundation Stage the children will be assessed against the Foundation Stage Profile criteria.

This policy should be read in conjunction with the following policies;

- Single Equalities Policy
- Inclusion Policy
- Special Educational Needs Policy
- Assessment Policy
- and any other relevant policies.