



West Byfleet Infant School

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Geography Policy

Introduction

Geography is the study of the earth's surface, its physical features, climate and population.

'A high quality geography education should inspire in pupils a curiosity and fascination about the world and its people.'

Geography is the study of the earth's surface, its physical features, climate and population. Geography is important because it helps pupils develop a sense of identity through learning about their place in the world. It fosters an interest in and understanding of other cultures and encourages awareness of the vulnerability of the environment as a resource. It enriches other areas of the curriculum such as: English (communication skills), Maths (interpreting data), Computing (direct a programmable toy) and PSHE (empathy with others).

Aims

At West Byfleet Infant School we believe that high quality teaching of geography is about...

- Developing a sense of place.
- Developing skills in investigating the physical and human features of the pupils' surroundings.
- Developing an awareness that the world extends beyond the pupil's own environment.

Foundation Stage

Geography is taught within 'Knowledge and Understand of the World' aspect of the Foundation Stage. Geography is related to the topics and interests taught throughout the year. The children start from pupil's own experiences and by looking at their immediate surroundings e.g. their home and the school environment. They will develop a sense of place, become interested in the natural world, find out about their local area and identify what they like and dislike. Using lots of exploration and investigation our children learn to respect and value the world in which we live.

Key Stage 1

At West Byfleet Infant School children will develop knowledge about the world, the United Kingdom and their locality. They are taught to understand basic subject – specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils will be taught about:

Locational Knowledge

- Name and locate the world's seven continents and five oceans.



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- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding sea.
- Understand geographical similarities and difference through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country human and physical geography.
- Identify seasonal and daily weather patterns in the United Kingdom and the location of the hot and cold areas of the world in relation to the Equator and the North and South Poles.

Health and Safety

At West Byfleet Infant School children are taught to handle artefacts with care and respect their value. A risk assessment is taken prior to any off site visits. Children are closely supervised when taking part in fieldwork and are taught about the dangers and how to take responsibility for their own safety.

Resources

Resources for teaching the key concepts and skills of Geography are stored in school. There is a selection of information books, pictures and photos, globes and specific topic related resource packs. We also use Computing related resources such as DVDs, CD ROMS and the Internet. Role play is also a key element of our curriculum. We also have visiting drama groups and speakers.

Teaching and Learning

The curriculum is delivered through cross-curricular topics and is integrated with Literacy and Numeracy. At West Byfleet Infant School, we aim to teach high quality geography around our creative topics (although some learning objectives may need to be taught explicitly). Where appropriate the classroom role play areas are topic related.

Geography is taught through practical, appropriate activities which help to provide a context for learning. Our Children are taught to:

- Ask geographical questions
- Observe and record
- Express their own views about people, places and environments
- Communicate in different ways
- Use geographical vocabulary
- Use fieldwork skills
- Use globes, maps and plans at a range of scales
- Use secondary sources of information
- Make maps and plans
- Identify and describe what places are like and where they are
- Recognise how places have become the way they are and how they are changing
- Recognise how places compare with other places
- Recognise how places are linked to other places in the world



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Use basic geographical vocabulary to refer to:

Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Computing across the Curriculum

We aim to ensure that all subjects use Computing where relevant to enhance the learning for all of our children.

Progression and Assessment

In the EYFS, assessment will focus on teacher observations and recordings.

In Key Stage 1, the learning objectives have been placed into a progression of skills which teachers use to deepen children's understanding of the National Curriculum 2014. The Progression of Skills is used to aid ongoing teacher assessments as these are an integral part of assessment as demonstrate good practise. Teachers can use the progression of skills as an aid to planning the children's next steps. Teachers highlight the objective when completed with the class to ensure there are no gaps in the children's learning.

Children at West Byfleet Infant School are involved with their learning and assessments on a regular basis. They can reflect on their learning and are beginning to know what their next steps are. The Passport of Skills has been developed using the progression of skills statements. The skills have been placed into Bronze, Silver and Gold categories. Children highlight the statement when achieved and colour the smiley face when moving onto the next banded colour. The Passport of Skills has been devised with other Subject Leaders and the Assessment Co-ordinator.

Individual evidence is kept in each child's Topic Book, in Reception it is in their Discovery Diaries and their Workbooks. Children's achievements are reported to parents at Open Evenings in the autumn and Spring Terms, and in the end of year report in July. Work is monitored by the Geography Co-ordinator through informal drop-ins, planning scrutiny, and work sampling and levelling.

Equal Opportunities, Inclusion & Differentiation

All children regardless of race, culture, religion, social background, gender or academic ability, have equal access to Geography in order to develop their personal, geographical capability. We carefully plan, monitor and assess to ensure all of our pupils feel valued. Learning is challenging, yet achievable by all children, whatever their abilities and differentiation and is achieved by both work set and outcome. We aim to teach children to up hold where applicable, British Values and a mutual respect and tolerance of these with different faiths and beliefs.

This policy was developed in Spring 2016.