Trafalgar Community Infant School

Policy Document

GEOGRAPHY

Reviewed Spring 2023
To be reviewed Spring 2025

Trafalgar is a Rights Respecting School. We refer to the UN Convention on the Rights of the Child (UNCRC) throughout this policy.

Introduction

Geography is the study of people and their interactions with their environment and our aim is to develop geographers that ask and explore questions about place. It is important for our children to develop an understanding of the world in which they live as well as the necessary skills to be curious and explore. Beginning with exploring their local environment and progressing to discovering the wider world, the children will develop an understanding of the relationship between people and the physical environment and how they affect each other. **Article 31**

Aims

For pupils to develop:

- Knowledge and understanding of places and themes including patterns and processes
- Geographical skills including enquiry
- Geographical attitudes and values
- A sense of identity through learning about the U.K. and its relationship with other countries and cultures.

Objectives

In order to meet these aims the teachers will develop these objectives:

- To start from the children's own experiences of where they live and their school
- To give the children first hand experiences to enhance their understanding and enrich the learning experience as much as possible
- To develop a range of skills appropriate to geographical enquiry
- To use geography tools such as maps, photos including aerial imagery, graphical data, fieldwork skills, books and the internet
- To recognise, identify, describe, observe, reason and explain the interaction of people and their environment
- To encourage the children to ask questions and, where appropriate, record to communicate their knowledge in a variety of ways
- To help children develop a basic geographical vocabulary and use it appropriately
- To take an interest in their local environment and express their own views and opinions about it
- To recognise comparisons and links between places

Geography in the Curriculum

Early Years Foundation Stage:

Geography is one of the component subjects in the Understanding the World area of learning and development in the EYFS. Understanding the World is divided into three sections

- People and communities
- The world
- Technology (see Appendices)

Children in EYFS will have opportunities to explore and find out about their environment - their class, the garden, playground and the rest of the school including the school grounds and to describe and comment on their features. They will have opportunities to draw their

own simple maps and use and learn positional language. As their skills develop they will explore a wider locality e.g. the park, local farm, community church and have opportunities to observe, find out about, identify and discuss the features of these places. They will learn about and be sensitive to similarities and differences between themselves and their environment and other environments.

Key Stage 1:
Geography in Key stage 1 is taught following the 2014 Primary National Curriculum in England. Pupils are taught aspects of:

- Locational knowledge
- Place knowledge
- Human and physical geography
- Geographical skills and fieldwork

Details of Geographical study for each term are included in the Topic Guide provided for parents of each year group.

Geography and other curriculum subjects
Geography is usually taught as part of a cross-curricular topic approach although it may also be taught as a subject in its own right. Geography can make an important contribution to English, Maths, Computing, PSHCE and thinking skills.
Article 29

Planning
Planning of geography is carried out at all levels – a long term overview and medium to short term plans. The overviews are laid out in the whole school topic grid - see Appendix 2. Medium to short term plans detail links between the teaching of geography and other subjects in the curriculum as well as opportunities for the use of Computing. They outline the learning objective being addressed, how the teacher will introduce it and the follow-up activity or activities. Key questions and vocabulary are identified for each lesson.

Differentiation
Differentiation is achieved through careful planning for children of different abilities. This includes children with special needs, More able pupils or those for whom English is an additional language. We aim to encourage all pupils to reach their full potential through our provision. Differentiation and varied opportunities can take a number of forms - through:

- level of teacher input
- different forms and levels of questioning
- level of support provided – by teacher, other adult, peer, book, Computing, etc
- task e.g. closed or more open-ended
- level of expectation or outcome
- time allocation
- recording in different ways
- Recording of Pupil Voice

Equal Opportunities
Equal access to the curriculum is provided for all regardless of gender, race, background and ability. Teachers should ensure that all children's needs are taken into account and that equal provision of opportunity is available to all. Mutual respect and tolerance for all cultures will be promoted through the study of geography.

Article 30

Assessment, recording and reporting

Assessment is used as an integral part of teaching to monitor children's progress, identify what is learnt and to inform future planning. Children are given oral and written feedback on their work and observations are carried out on individuals and groups. This will enable teachers to report on attainment and progress to parents through Parent Consultations and in the end of year report.

Resources

A range of reference and information books, maps and photocopiable material is stored centrally in the resources room and class resource boxes. Further books are available in the library. Relevant CDROMs and big books are stored in their own particular areas. Each year group has been supplied with a map kit containing maps of the school, United Kingdom and world. Individual classes have access to suitable atlases, maps, globes and the internet. Children may access aerial imagery through the internet.

The Role of the Geography Co-ordinator, supported by the Cross-Phase Team

- to provide support and encouragement for staff in the teaching and learning of Geography
- to develop and assess long term planning across the school to ensure clear progression of knowledge, skills and vocabulary
- to monitor and evaluate the provision of Geography in the school and make suggestions for improvement
- to liaise with other Curriculum Co-ordinators e.g. Computing
- to manage and develop resources
- to keep up to date with developments in the subject eg. through attending relevant INSET courses, etc and sharing this information with staff
- to ensure that the New National Curriculum in force from September 2014 is in place
- to report to the Headteachers and Governors on Geography in the school

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APPENDIX 1

EYFS September 2014

Geography comes primarily within 'Understanding the World' area of learning and development but is closely inter-connected with all areas of learning.

Understanding the World

This area of learning and development involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

- People and Communities

Children talk about past and present events in theor own lives and the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

- The World

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about features of theor own immediate environment and how environments might vary from one another.

Assessment in 'Understanding the World' within EYFS forms part of the EYFS Profile completed for each child at the end of YR.

APPENDIX 2

Coverage & progression in Geography across EYFS and Key Stage 1

Year group	Vocabulary	Use of resources	Suggested activities	Key Skills
To be used by all year groups	**Weather & Climate** Hot, cold, wet, dry, windy, rain, shower, fog, frost, season, spring, summer, autumn, winter, ice, storm, cloud. **Environmental Description** Features, attractive, busy, quiet, field, pretty, ugly, dirty, clean, noisy, empty, crowded.			
Year R	**Location** Near, far, route, map, area, place, up, down, left, right, backwards, forwards, behind, front. **Town & Settlement** Town, park, pavement.	• Map of Horsham • End of summer term. Look at school colour-coded map • World map or globe to find hot countries • Toys around the world - boxes	• Sort objects by relative size and shape • Bigger than; smaller than – use adults, objects, children. • Footprints in wet sand tray • Counting footsteps – straight line/curve, changing direction • Oral development of here, there, forwards, backwards, left, right, up, down, etc. • Explore school & grounds. Explain routes orally • Large construction kits – make houses, schools, shops, etc. • Play with model farm, zoo, etc. Orally compare with real world • Play mat maps. Produce play mat of school • Read stories with maps or representations of landscapes, e.g. 'Rosie's Walk • Make imaginary maps of stories - read to class • Draw/paint routes between objects – link to stories	• Sorting by size and shape • Directional language • Following directions • Exploring the local environment • Early mapping skills • Comparing real and imaginary worlds • Describing a simple route • Draw round life size objects to show shape (symbols) • Measuring distances using hands/feet/paces • To introduce programmable toy (beep bop)

Year 1	**Location** Distance, country **Town & Settlement** Address, street, road, shop, house, flat, garage, office, factory, building, library, museum, city, village, town, traffic, transport, resort **Physical Features and Landscape** River, seaside, beach, waves, pond, coast, hill, stream, slope, lake, mountain, wood, island, valley, waterfall, landscape, feature **Environmental Description** Rainforest, environment	• Oxford Infant Atlas • School map – various forms • UK map – looking at countries and surrounding seas • World map • Globe • Map of Horsham • Aerial pictures of Horsham	• Measuring with feet • Make house and streets/street plans • Children know their own address. Make model streets and number houses • Oral description of way home – what do they see first, next? • Order photos of a route • Mark on map of local area where children live • Look at aerial view of school • Express views on school grounds and its features • Use photos/aerial photos of geographical features – motorways, rivers, meadows, coast, etc • Develop locational language – in the hall, by the windows, third classroom on the right, etc • Use landmarks to develop ideas of location e.g. how would you find the door if blindfolded? • Trails around classroom. Extend into grounds and around rest of school • Use a programmable toy • Compare Horsham to Lyme Regis	• Measuring distances using non- standard units • Directional language incorporating distance and size • Oral description of a journey/way home and developing locational language • Introduce programming roamer • Using landmarks to develop ideas of location • Following trails • Making street and house plans • Children to know own address • Use aerial photos features unlikely to be seen on the way home e.g. motorways, rivers, meadow • Make a model of town or a village • To match a real object to a picture of an object (aerial view)

Year 2	**Location** Plan, position, continent, region, landscape. Europe, South America, North America, Asia, Africa, Antarctica, Oceania (Australasia). Atlantic Ocean, Pacific Ocean, Indian Ocean, Arctic Ocean, Southern Ocean. England, Northern Ireland, Scotland, Wales **Town & Settlement** Population, settlement, pollution, resort, suburb **Physical Features & Landscape** Hill, stream, slope, lake, mountain, rock, forest, wood, island, soil, valley, vegetation, waterfall, river, landscape, feature, weathering, erosion, sea, ocean, beach, cliff, seaside, pier, coast, manmade, natural **Weather & Climate** Temperature, climate, tropical, polar, desert, equator, season, weather **Environmental Description** Pollution, conservation, recycling	• Globe • Atlases • Collins World Atlas • Local OS maps • My World Explorer • Internet • Thermometer, rain gauge, anemometer, weather vane	• Discuss and locate holiday locations and their associated physical and human features • Introduce countries and continents on world map – name and location • Explore globe – find countries, cities, capitals, seas, oceans • Use maps with a key • London – human and physical features (Literacy link) • Compare and contrast physical and human features of cold region • Compare and contrast physical and human features of a hot region • Use pictures/photographs from space • Scan aerial photos in stages 'What is this?' • Can you show me a road? beach? town, village, house? etc • Identify seasonal and daily weather patterns in the UK.	• Use aerial photos to pick out landmarks and locations. • Introduce globe, atlases • Mark on a map where children live. • Use aerial photos and maps to find streets, coastline and town area • Discuss basic symbols for maps e.g. blue for water • Use prepared plan drawing of certain objects, find objects and match to plan. • Look and discuss photos of familiar objects – oblique, vertical, horizontal; distance. • Use a local map to mark routes between local landmark features • Collect weather data from the school grounds • Analyse weather data from charts