

PALFREY INFANT SCHOOL

GEOGRAPHY POLICY

Lead Teacher: D Patel



Reviewed and amended: July 2024

Governing Body: 9 October 2024

As a Rights Respecting School we believe:

Every child has to learn and have an education. Article 28 & 29

Every child has a right to be safe from harm and abuse. Article 19

Every child has a right of freedom of expression. Article 13

Every child has a right to be part of a community and practise his or her own religion and use his or her own language. Article 30

Every child has a right to rest and leisure. Article 31

Every child has a right to keep healthy. Article 24

We believe we fulfil these rights at Palfrey Infant School

1. Introduction

This policy sets out the aims and strategies for the successful delivery of the Geography curriculum at Palfrey Infant School. Our curriculum enables our children to meet the aims and attainment targets set out in the National Curriculum 2014.

2. Intent

At Palfrey Infant school, our geography curriculum inspires children start to becoming curious and explorative thinkers, as their knowledge of the world and its diversity begins to develop. In other words, they begin to start thinking like a geographer.

We begin to build an awareness in our children of how geography shapes our lives in many different aspects. We encourage our children to become resourceful, active citizens who will have the skills to contribute to help improving the world around them.

3. Aims

Learning in geography at Palfrey Infant school encourages a strong focus on developing both geographical skills and knowledge. It encourages the children's ability to begin to ask questions and analyse evidence. Our geography curriculum also provides opportunities for the development of fieldwork skills across each year group. It deepens the pupils' knowledge of their own locality and

how it differs from other areas of the world. During their time studying geography at our school, our children to gain a growing understanding of geographical terms and vocabulary.

The aims of our geography curriculum are aligned with those set out in the National Curriculum. They enable children to meet the attainment targets by the end of Key stage 1.

4. Curriculum Overview

The aims of our geography curriculum are aligned with those set out in the National Curriculum and Early Years Framework.

4.1 Early Years

Geography is delivered to Nursery and Foundation pupils within the 'Understanding the World' area of learning of the EYFS Curriculum. Children begin to develop their knowledge and skills from the following programmes of study;

- Draw information from a simple map.
- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different from the one in which they live.
- Understand that some places are special to members of their community.
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Understand the effect of changing seasons on the natural world around them.

4.2 Key Stage 1

As a school we have chosen the Kapow Geography Curriculum scheme of work for Key Stage 1. This scheme of work supports our teachers in delivering varied, engaging and hands on lessons that help to raise standards and allow pupils to achieve their full potential. We provide a spiral curriculum where previous skills and knowledge are returned to, retrieved and built upon. This enables our children to embed key subject specific knowledge into their long-term memories. Our children study three six lesson units in Year 1 and a further three six-unit lessons in Year 2. The lessons are well sequenced and build upon prior knowledge. This allows children's knowledge and skills to be built in small manageable steps.

Subject knowledge is revisited and embedded through regular retrieval activities to allow children to retain key geographical knowledge as they progress through the school. Children have repeated opportunities to revisit, develop and embed key skills as they progress through each of the six study units. This ensures that attainment targets can be securely met by the end of the Key stage.

Through teaching geography, we place great importance on supporting the development of our children's vocabulary. Subject specific vocabulary is explained, applied in context and revisited throughout KS1 in different contexts to support the vocabulary to become embedded in their long-term memory. This scheme gives our pupils a strong foundation in geography which will enable children to continue their learning successfully as they move on to the next key stage.

This enable children to meet the attainment targets by the end of Key stage 1.

Our curriculum has a clear progression of skills and knowledge within these four strands across KS1;

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

5. Assessment and Recording

Formative assessment opportunities are used by teachers to evaluate progress and inform planning. In EYFS all children are regularly assessed against the objectives from Development Matters and the EYFS Framework as appropriate. In KS1, teachers assess the children against the National Curriculum Key Stage 1 objectives on INSIGHT at the end of each unit to monitor progress. Teachers can also gain an understanding of children's attainment through their work and discussions.

6. Resources

The KAPOW geography scheme of work is an online resource that all staff at Palfrey Infants have access to. The curriculum map for geography has been informed by this scheme and shows teaching staff the progression of knowledge and skills to be taught through the school. The key vocabulary to be taught for each unit of work is mapped out for the year on this curriculum map. Each unit of work has a knowledge organiser available for the children to access when engaging in discussions about their learning and can be displayed on the learning wall and used for reference during lessons. Unit retrieval slides are available for teachers to use prior to each lesson and during timetabled retrieval lessons to revisit key subject knowledge, in order to support knowledge retention. Useful teacher videos are also available on the KAPOW website to support teachers with subject knowledge. They accompany lessons so that all teaching staff can feel confident in the process of teaching geography.

Other resources are located in the Humanities cupboard. These resources are organised into topics so that staff can help themselves to what is needed to teach their unit of work and return when finished.

7. Inclusion

At Palfrey Infant School, we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations. We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

Teachers set high expectations for all pupils in Geography. They will use appropriate assessment to set ambitious expectations and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with special educational needs and/or disabilities (SEND)
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so pupils with SEN and/or disabilities can study Geography wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in Geography.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

8. Roles and Responsibilities

The role of the geography Subject Leader is to:

- To produce and update policy documentation.
- To co-ordinate the scheme of work which will enable the delivery of Geography.
- To help with the organisation and lead where appropriate relevant INSET programmes for staff.
- To audit & monitor the resources available to staff to enable them to deliver the NC requirements for Geography and to fulfil the needs of the school policies on Inclusion, Equal Opportunities, Racial Equality, SEN and Disability and Non-Discrimination.
- To act in an advisory capacity when necessary to the Key Stage Co-ordinators to enable them to fulfil their roles.
- To maintain a Management File which includes monitoring the implementation and progress of the subjects throughout school.
- To produce a termly evaluation of the subjects and develop annually a three-year action plan.
- To deliver a summary of strengths and weaknesses.
- To liaise with other schools and agencies.
- To develop a budget bid in line with school financial procedures to maintain resources.
- To liaise with the Assessment Co-ordinator (AH) to ensure that assessment and recording procedures are organised and up to date using Insight.

9. Links to other policies

This subject policy links to the following policies and procedures:

- Teaching and Learning Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Assessment and Data Policy
- Curriculum Design Philosophy
- EYFS Policy
- Feedback and Marking Policy

10. Monitoring and review

Monitoring standards of teaching and learning within geography is the responsibility of the geography Leader and the Headteacher. All children will have their own geography book which is managed by the class teachers. These books will be monitored by the geography Lead periodically alongside pupil voice discussions and staff discussions to review the success of the planning, teaching and learning in geography. Findings will be documented on school impact cards and feedback given to teachers and senior leadership. Monitoring will also take place through scheduled learning walks and lesson observations. Any whole school areas for development will be discussed with senior leadership with relevant training or changes identified and carried out. This policy will be reviewed every three years.