



Alexandra Infants' and Junior School

Geography Policy

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Introduction

This policy is a statement of the aims, principles and strategies for teaching and learning of Geography at Alexandra Infants' and Junior School. Geography is a foundation subject within the National Curriculum. Geography teaches an understanding of places and environments. Children learn about their local area, and they compare their life in this area with that in other regions in the United Kingdom. They learn how to draw and interpret maps, and they develop the skills of research, investigation, analysis and problem-solving. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures. Geography teaching also motivates children to find out about the physical world, and enables them to recognise the importance of sustainable development for the future of mankind.

Alexandra Schools understand that every child has the right to an education (as in accordance in with UNCRC article 28). The teaching of Geography will fulfil the children's rights.

Aims

Our curriculum is designed to:

- Stimulate the children's interest in and curiosity about their surroundings.
- Use questions to elicit children's thoughts and feelings and, where appropriate, use these ideas to lead learning.
- Develop a sense of local and global location and appreciation of similarities and differences across the world.
- Broaden children's knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country
- Enable children to know and understand environmental problems at a local, regional and global level and enhance their sense of responsibility for the care of the environment.
- Enable pupils to work both independently and co-operatively to utilise and develop fieldwork skills, apply knowledge to investigate and solve problems in theoretical and practical contexts.
- Inspire a lifelong love of learning, making links across the curriculum, with relation to themselves, their families, their local communities and the wider world, as appropriate to age, ability and aptitude.
- Retrieve and interleave knowledge and skills to build mastery over time.

For a complete overview of the aims for Key Stage 1 and 2 please refer to the National Curriculum document.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239035/PRIMARY_national_curriculum_-_History.pdf

Teaching and learning

We use a variety of teaching and learning styles in our geography lessons. We believe in whole-class teaching methods, and we combine these with practical investigation, fieldwork and exploration. We encourage children to ask as well as answer geographical questions. We offer them the opportunity to use a variety of data, such as maps, statistics, graphs, pictures and aerial photographs, and we enable them to use ICT in geography lessons where this serves to enhance their learning.

Foundation Stage

In the foundation curriculum, children access an area of learning entitled 'Understanding of the World'. This forms the foundation for later work in Geography. The specific Early Learning Goal is People, Culture and Communities. This goal enables children to explore similarities and differences between contrasting environments.

By the end of the foundation stage, most children will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

Key Stage One:

In Key Stage One, Geography is taught through topics with key concepts that build on prior learning, make links to children's lives and across the curriculum. Concepts covered in Key Stage 1 include:

Location

Place

Human and physical processes

Communities

Further topic details can be found in the Skills Overview document.

Key Stage Two

Pupils in Key Stage two will study Geography based units throughout the four years at the school. The children will build on skills taught at the Infants and will develop a deeper understanding of both physical and Human Geography. Skills taught will include:

- Locational knowledge, including using maps to locate European countries outside of the UK; naming and locating counties and cities of the UK; geographical regions and their identifying characteristics; key topographical features and land-use patterns. The location and significance of the two Hemispheres, the Tropics of Cancer and Capricorn, the Equator etc.
- Place knowledge, including the study of human and physical geography of one region in the UK, Europe and North or South America.
- Human and physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle and types of settlement and land use, economic activity and the distribution of natural resources.

- Geographical skills and fieldwork, including maps, atlases and globes and digital/computer mapping to locate countries. The 8 points of a compass and four and six-figure grid references. Using a range of methods, including sketch maps, plans and graphs, and digital technologies, record the human and physical features in the local area.

Concepts are developed further in KS2, deepening the children's understanding of Geography.

- Place
- Space
- Scale
- Environment
- Interconnections
- Physical and human processes

For further details of a KS2 approach please see the Curriculum and Pedagogy document.

Planning

We have designed our Geography curriculum to engage, inspire and meet the needs of our pupils in accordance with the guidance given by the National Curriculum. We ensure that the units studied in Geography build upon concepts, skills and subject knowledge of prior learning and experience. We offer opportunities for children of all abilities and backgrounds to develop their skills and knowledge in each unit, and we ensure that the planned progression built into the scheme of work offers the children an increasing challenge as they move throughout the key stages. We use questions and challenges to develop our more able pupils to think critically and apply their learning in different contexts.

A Medium-term plan is prepared for each unit covered and outlines the key skills to be covered, an overview of the activities planned for and details of key vocabulary to be explicitly taught. This may also include cross-curricular links, visits to places of interest and visitors into the school. The plans are a working document and as such can alter at any time during teaching and are reviewed and updated regularly.

Learning Recovery (KS2)

In light of missed learning due to COVID 19, recovery provision has been planned for and is detailed in specific year group catch up plans. These have been formulated through collaboration of SLT, subject leaders, teachers and across the Key Stage with the feeder Infant School. These plans will be reviewed, modified and RAG rated regularly to inform future teaching & learning. For further detail please see each year group's separate plans.

RECORD KEEPING, ASSESSMENT AND REPORTING

As in all other areas of the curriculum, assessment is an integral part of the teaching process. Class teachers should keep records of work carried out by pupils in the class floor books, as well as levels of achievement of the work in the form of measurable success criteria. Photographs are also a useful tool to keep as a reminder of pupil achievements.

Key Stage 1

Formative assessment is used to guide the progress of individual pupils. It involves identifying each pupil's progress in each aspect of the curriculum, determining what each pupil has learned and therefore what the next step in their learning should be. Pupils are assessed on a lesson by lesson basis, through the use of a success criteria grid. These are completed by staff to indicate which pupils have achieved (green), partially achieved (orange) or not achieved (pink) the overall learning objective.

At the end of each unit pupils are assessed on their development of the intended skill, for example using technology for a purpose, and based on teacher judgement will be graded as working at, below or above their age expectations. All assessment documents are kept with the floor books and are readily accessible ensuring every pupil can be tracked.

Key Stage 2

Assessment tasks form part of the planning sheet and this is then carried out in a variety of ways:

1) Informal assessment

Listening to the children is an important way of assessing what they really understand and may identify misconceptions to aid future planning.

This form of assessment can take place:

- i) Between teacher and child in private conversation
- ii) Between children in a group
- iii) Between teacher and class

2) Formal assessment

This takes place when a teacher decides to give children a task in which the teacher will mark the work and comments given where necessary.

Formative assessment

Assessment is an integral part of every subject. The children are continuously assessed before, during and after the lessons. After each lesson, the children will be assessed using an 'I can' statement. This will be shown on the appropriate page in the floor book. The children will be RAG rated on how they have achieved the particular knowledge or skill they have been working on. Green will show that the child has achieved ARE within that lesson. If the name is coloured yellow/orange, then that means that they are not working at ARE. The word 'absent' will be put next to the name if the child was away during the lesson. This assessment will inform a teacher's judgement as to whether they are age related at the end of the unit. Any of the 5Es that are relevant to the lesson will be noted next to the learning objective on the 'I can' statement.

Summative assessment

At the end of a unit, the teacher will fill in an assessment grid which will assess the children based on the outcomes from the entire unit. Retention of knowledge is supported through a range of mini quizzes revisited regularly.

MONITORING

Teaching and Learning in geography is monitored regularly by the subject leader. This includes the following:

- Floor books are scrutinised to ensure curriculum coverage is being followed and consistency across cohorts is visible
- Pupil voice gives the pupils the opportunity to discuss and demonstrate their learning

Inclusion statement for subject policies

The starting points for educating all pupils are the same: an acceptance of diversity, pupils' rights, and the knowledge that all pupils can learn if they receive good teaching. All pupils have a right to effective teaching and full participation in the community of a school as set out in international agreements (the UN Convention on the Rights of the Child, 1989) and education law in England (the Equality Act, 2010 and the Children and Families Act, 2014).

At Alexandra Infants' and Junior School it is our belief that all children have an equal right to a broad and balanced curriculum, which enables them to meet their full potential. Through our teaching we provide learning opportunities that are ambitious for all and enable all pupils to make good progress.

Teachers set high expectations for all pupils in geography. They will use appropriate assessment to set ambitious targets 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 (SEN)
- Pupils with English as an additional language (EAL)

(For further details, see separate policies)

Teachers will plan lessons so pupils with SEN and/or disabilities can study geography, and ensure that barriers to learning are reduced through adaptations as part of high-quality teaching.

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.

As a school we strive to ensure that all children, staff and members of our school community are treated fairly and equally. All children have equal rights to access all areas of the curriculum, regardless of race, gender, religious beliefs, sexual orientation and disability. Within this subject area, the Senior Leadership Team (SLT) and all staff endeavour to provide the appropriate provision for this to occur. This policy follows the guidelines and practices that are stated and

outlined in Alexandra Infants' and Junior Schools Equality Scheme. Please see this policy for further detail.'

EVALUATION

This policy document will be reviewed annually.

Reviewed:

May 2024