



Chater Infant School

**An exceptionally high performing professional
and learning culture creating excellent
achievement for all.**

Remembered for All the Right Reasons

Geography Policy

Rights Respecting School Agenda

*We have the right to go to school
We have the right to learn.*

Article 3 - The best interests of the child must be a top priority in all actions concerning children
Article 28 - Every child has the right to an education (from the National Convention on Rights of the
Child)

***This policy will be equality impact assessed with regard to disability, gender and race at the
time of review and issues arising will be carried forward into the equality action plan.***

Date agreed: November 2020

Date of next review: November 2022

Rights Respecting School Agenda

As a Rights Respecting School, the following articles are integral to our Geography Policy.

Article 8 – Every child has the right to an identity

Article 12 – Every child has the right to express their views

Article 29 – Education must fully develop a child's ability and encourage respect for human rights, cultures and the environment

Article 30- Every child has the right to learn and use languages and customs and learn about their own family religion.

(From the National Convention on the Rights of the Child)

These articles have been simplified for the Charter Infant School Charter for children to follow:

We have the right to an education

We have the right to a name and belong to a country.

We have the right to an identity.

Statement of Intent

At Charter Infant School we endeavour to prepare our children to become citizens and stewards of the world. Our Geography curriculum focuses on a progression of skills and knowledge to ensure that children become curious and fascinated about the world, its people, places, cultures and lives. We aim for children to apply these skills thoughtfully and sensitively to benefit themselves and others. To care for the Earth and its people wherever and whenever they are, making rational and just decisions. Being principled to do no harm but to sustain, enable and enhance lives, environments and places.

Their learning is revisited repeatedly through a range of themes during children's time in school to ensure the learning is embedded and skills are successfully developed. Our intention is that Geography also supports children's creativity and cross curricular learning to engage children and enrich their experiences in school.

We will update and enhance our curriculum so that we will continue to raise outcomes for children and help teachers to develop their own continuous learning and professional development.

Development of the Geography Policy

This policy was written by the Geography Subject Leader in collaboration with the head teacher and other members of the teaching staff team. Stakeholders have been involved in the review and development process of this policy. Staff and governors helped to formulate and agree this policy.

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

Teaching and Learning Policy, Homework Learning Policy, e-Safety and ICT Acceptable Use Policy, Assessment, Recording and Reporting Policy, Chater Infant School Equality Scheme, Child Protection Policy and the Safeguarding Policy.

Equality

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive Relationship and Health Education will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education has produced advice on The Equality Act 2010 and schools (DfE, 2014b).

Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states “Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.” “Schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours. School pastoral and behaviour policies should support all pupils.” (DfE, 2019)

Parental involvement

Parents are encouraged to support the implementation of Geography and environmental learning where possible by encouraging home learning and using links on the school website. They are made aware of environmental issues and encouraged to discuss and promote these areas of learning.

We provide home access to three curriculum resources used in school – **Discovery Education Espresso, Purple Mash** and Oddizzi. These resources provide numerous creative tools, curriculum-focused activities and programs for children to explore- which will support and inspire Geographical and creative learning both at school and at home. Home learning that is set for children regularly provides suggested use of these resources and reminders to parents of the need for e-safety when using the internet are provided regularly.

Roles and Responsibilities

The governing board is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes;
- Ensuring the curriculum is well led, effectively managed and well planned;
- Evaluating the quality of provision through regular and effective self-evaluation;

- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND;
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn;
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

The head teacher is responsible for: (will ensure)

- Ensuring that there is a Geography Policy in place, and that it is regularly reviewed and updated to take into account new developments to the primary curriculum
- Ensure that the Primary Geography Policy, as written, is disseminated to the Geography Leader, teaching staff and parents, for implementation;
- Hold the Geography Leader to account for the effective formulation and implementation of the Geography Policy, including budget expenditure;
- Intervene where it is apparent that the Geography Policy is not being implemented according to its provisions.

The Geography subject leader is responsible for:

- Effective formulation and implementation of the Geography Policy;
- Managing the Geography budget, and keeping appropriate records of expenditure in order to review them and make suggestions for the future;
- Securing and maintaining Geography resources, and advising staff on the correct use of these resources;
- Offering help and support to all members of staff in their planning, teaching and assessment of Geography;
- Keeping the head teacher and other stakeholders, such as parents, informed about the implementation of the primary Geography curriculum;
- Keeping up-to-date with new developments in Geography and communicating such information and developments to colleagues, including, where necessary, through the creation and delivery of bespoke training programmes;
- Attending appropriate in-service training.

All teachers are responsible for:

- Planning and delivering the requirements of the KS1 Geography programmes of study and the EYFS Framework for Understanding of the World to the best of their abilities;

- Setting high expectations for all their pupils, including pupils with special educational needs and/or disabilities (SEND), pupils from various social, cultural and linguistic backgrounds, and academically more able pupils;
- Encouraging pupils to apply their knowledge, skills and understanding of Geography across the curriculum;
- Maintaining up-to-date records of both formative and summative assessment;
- Tailoring lesson delivery according to pupils' respective abilities.

Early Years Foundation Stage (EYFS)

Nursery and Reception classes work towards achieving the Early Learning Goals, (ELG). The Early Years Outcome framework statements contain seven areas of learning. One of these areas is called- Understanding the World which relates to the following subject areas- Geography, History, Science, R.E.

People Culture and Communities ELG

Children at the expected level of development 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 (KS1)

The Chater Infant School Geography curriculum covers the National Curriculum Programmes of study in Year 1 and Year 2.

By the end of Year 2 we aim for pupils to be able to:

- Ask and begin to respond to geographical questions
- Share their own views about people, places and their effect on environments
- Develop their knowledge about the world, United Kingdom and their locality.
- Use geographical vocabulary
- Use simple compass directions and directional language to describe the location of places and things.
- Use field work skills to carry out simple tasks
- Use globes, maps and atlases
- Use secondary sources of information
- Read and interpret maps
- With support, describe and locate places

- Recognise, observe and describe physical and human features and changes they have observed within these
- Make observations about where places are located and about other features in the environment
- Recognise and discuss changes in the environment
- Recognise how the environment may be improved and sustained

Curriculum Delivery

In the EYFS- Geography involves children beginning to gain a wider experience of the world around them. Children will learn about the world and their local environment through a series of first hand play based activities and experiences.

Children learn about seasons, the weather, features in the local area and the buildings that surround them. They may be shown photographs of the local area to help them identify features, for example a library, railway, church or mosque. They will also be encouraged to record their findings, perhaps through drawing, writing, and modelling.

In Key Stage 1

Geography is blocked and taught through the topics being covered. There are also opportunities for Geography skills to be reinforced in other areas of the curriculum and subjects might well be combined when and where appropriate. Geography teaching in the school is about excellence and enjoyment. We adapt and extend the curriculum to match the unique circumstances of our school. The emphasis in our teaching of Geography is on first-hand experience and we encourage the children increasingly to take control of their own learning.

We use a range of teaching and learning styles in Geography lessons in order to develop the knowledge, skills, and understanding of each child.

These include:

- Providing opportunities for children to work as a whole class, in pairs, individually or in ability or mixed ability groups
 - Encouraging children to ask as well as answer geographical questions
 - Encouraging children to communicate their understanding in a variety of ways, including written and oral
 - Providing suitable resources
 - Modelling, teaching and reinforcing geographical vocabulary
 - Giving children practical 'hands on' experiences
 - A multi-sensory approach to include all learning styles
 - Elicitation activities to gain an insight as to what children already know, in order to inform planning and assessment
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- Relate their geographical understanding to everyday life both in school and out
 - Repetition of geographical language structures and use of displays which include key vocabulary and children's work

Cross-curricular links

Geography knowledge and skills are taught following guidance from the National Curriculum. However, through our cross-curricular approach to learning, Geography is also taught through other subjects including English, History, Art, DT, PE, Science and PSHE.

Curriculum Enrichment

Geography at Chater Infant School has been enriched by embedding specific articles from the Unicef Rights Respecting School Agenda, activities linked to the British Council's International School Award and Eco-Award.

Unicef Rights Respecting School Award: Article 7 (I have the right to a name and to belong to a country) is taught in Key Stage 1. It recognises and celebrates our diverse and multi-cultural school community.

International School Award: There are 15 activities embedded into our Early Years and KS1 curriculum that helps supports children to learn about the world. These activities are enriched through a number of subjects, with Geography at the centre of them all. We have established three links with other schools across the globe including a school in France, Germany and Brunei.

Eco-Award: We have achieved the Bronze Eco-Award and have embedded issues around climate change and sustainability across our curriculum. We have received the 'Green Flag Award' from the International Eco Schools for 'continued excellence in improving environmental performance and learning.'

School visits: We ensure that children have opportunities to make visits in the local community, including places of worship, visiting the town centre, Cassiobury Park and Chater Junior School. We also have trips further afield to ensure that children have opportunities for real-life experiences.

Resources

- There is a library shelf dedicated to books and other resources which relate to environmental learning. Within the lending library there are many books with a geographical theme.
- The school have recently purchased a 1 year subscription to an online resource called ODDIZI.

- There is a weather station kit and compasses currently in the PPA room.
- Most classrooms have their own set of atlases and each year group has a globe.
- There are local aerial map posters and a large world map carpet.
- Topic related resources are kept in the year group classrooms.

Differentiation

We provide suitable learning opportunities for all pupils by matching the challenge of the task to the individual needs and abilities of each pupil. We will achieve this in a variety of ways, including:

- Making reasonable adjustments to the way in which we deliver the Geography curriculum, such as providing vocabulary word mats or making additional relevant resources;
- Assigning learning support assistants to individual/groups of pupils, where appropriate, to enable greater access to learning;
- Using personalised planning for children with significant SEND.

Assessment

- Pupils in the EYFS will be assessed on a termly basis using the Early Years Outcomes statements relating to Understanding the World. Pupils at the end of Reception will be assessed using the Early Learning Goals statements.
- Pupils' knowledge and understanding of the primary Geography curriculum will be assessed according to the provisions outlined in our Assessment, Recording and Reporting Policy
- Ongoing formative assessment monitors pupil performance and progress during learning; the outcomes of which are used to ensure that work matches the individual needs and abilities of pupils
- Summative assessment reviews pupils' progress and abilities, and will be undertaken at the end of each unit, term and school year
- Pupils progress and end of year attainment will be tracked using the school's internal Geography assessment at the end of each term

Staff training

- The Geography Leader will be responsible for the identification and delivery of staff training requirements
- The Geography Leader will remain up-to-date with the latest developments in Geography through liaison with the HFL cluster groups, online material, attendance at relevant courses and disseminating newly acquired knowledge/skills to colleagues, where appropriate

Monitoring and evaluation

- We will review this policy on a two year basis in line with our policy review schedule

