

# Shadsworth Infant School



Geography Policy  
October 2021

## **Intent**

At Shadsworth Infant School we teach our geography curriculum through topics aimed at inspiring curiosity about the world we live in and our place within it. Children learn about their local environment as well as the wider world. They develop geographical knowledge, enquiry skills and learn how to use a range of tools such as maps, atlases and globes. Children learn to recognise the human and physical features that are unique to a place, country or continent. Additionally, we encourage our pupils to enjoy, value and respect their local environment and consider their impact on the planet.

## **Implement**

At Shadsworth Infant School we aim to deliver a geography curriculum that is progressive throughout school and builds upon previous knowledge so that connections can be made. Geography is taught every term, focusing on the knowledge and skills set out in the National Curriculum. Geography is given the same importance as all other subjects. Skills are taught progressively and regularly, allowing them to become embedded in the long-term memory of the children. The local area has a wide variety of human and physical features, which some children have not experienced before they start school, therefore we plan fieldwork and educational visits to enrich learning and provide first hand experiences.

## **Early Years**

In EYFS, geography is taught through the curriculum framework area, Understanding the World. This area involves guiding children to make sense of their physical world and their community.

They will be taught to;

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
- 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
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class

## **Key Stage 1**

In key stage 1 pupils develop their knowledge about the world, the United Kingdom and their locality. They are taught 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.

They will be taught to;

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
- understand geographical similarities and differences 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
- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- 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
- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

## **Impact**

Geography at Shadsworth Infant School is assessed using the following;

- informal judgements by staff during lessons
- pupil and peer assessments
- end of topic quiz/ challenge
- formal skills and assessment checklists

At the end of each geography unit/ topic, teachers make a summary judgement about the work each pupil has completed in relation to the success criteria. The geography subject leader monitors class assessment and analyses data on a termly basis.

## **Equal Opportunities**

We believe that all children irrespective of background, race, gender and capability should have equal access to the curriculum.

The school makes every effort to respect and reflect pupils' religious beliefs and take community views into account when teaching Geography. A copy of the school's equal opportunities policy can be on the school website.

## **Special Educational Needs**

At Shadsworth Infant School we recognise the need to cater for children with special educational needs. Work is differentiated to assist in children's learning in terms of:

- learning outcomes
- tasks
- teaching methods
- resources

Tasks can be broken down into small steps, giving children achievable goals. Geographical vocabulary can be pre-taught. Word banks and visual cues can be provided, using symbols and words. Activities should reinforce children's understanding of the subject. More able children should be given open-ended tasks and opportunities for further research and more challenging study.