

PERRYFIELDS INFANT SCHOOL GEOGRAPHY POLICY



Helping each other to learn and grow

At Perryfields Infant School we believe that through studying the environment around and beyond them, the children develop a greater understanding and perspective of the world in which they live.

Children study their local area, contrasting localities in the United Kingdom and localities in other parts of the world. Geography is taught as part of a broad, balanced and creative curriculum.

AIMS

- To develop a curiosity and fascination about the world and its people.
- To develop geographical skills.
- To develop knowledge and understanding of different places.
- To develop geographical vocabulary.

OBJECTIVES

- To enable children to use simple geographical equipment effectively, including maps, atlases, globes, aerial photographs and simple compasses.
- To enable children to develop locational knowledge.
- To enable children to develop place knowledge by studying geographical similarities and differences of their local area and a small area in a contrasting non-European country.
- To enable children to identify seasonal and daily weather patterns in the U.K. and be able to locate hot and cold areas of the world.
- To enable children to use basic geographical vocabulary including both physical and human features.
- To enable children to develop simple fieldwork and observational skills when studying their school and its grounds.

SUBJECT ORGANISATION

- At Perryfields Infant School we use a variety of teaching styles in order to address different learning styles and a cross-curricular creative approach in geography. Class teachers plan their geography using objectives from the new National Curriculum and Chris Quigley Essentials document.
- In the Foundation stage Geography is taught through a variety of child-initiated and adult-led play based learning activities under the 'Understanding of the World', area of learning.
- Within each class geographical objectives are clearly differentiated to meet the different needs and abilities of the children.
- Teachers plan in teams to provide exciting and inspirational experiences for the children.

CROSS CURRICULAR GEOGRAPHY OPPORTUNITIES

All teachers plan together creatively to make cross curricular links through a thematic approach. They plan for children to practice and apply the skills, knowledge and understanding acquired through geography to other areas of the curriculum.

ASSESSMENT AND TARGET SETTING

- Teachers assess children's geography skills in a variety of contexts.
- The class teachers track progress through the year and complete assessment grids termly and teaching is adjusted to address the next learning steps of the children.
- Children's work is regularly marked with comments and next step targets to help them improve their work, identifying the next steps in their learning.

INCLUSION

- We aim to provide for all children so that they achieve their full potential.
- We identify which children or groups of children are under-achieving and take steps to improve their attainment through LSA and SENCO support and interventions
- More able children are identified and suitable challenges provided.

EQUAL OPPORTUNITIES

All children are provided with equal access to the Geography curriculum. We aim to provide exciting learning opportunities regardless of gender, ethnicity or home background.

SMSC

Geography provides children with the opportunity to reflect about different cultures from around the world. We aim to develop an understanding and acceptance of different views and customs from across the globe. Through geography we have the opportunity to reflect on current world events and how we can help those affected.

BRITISH VALUES

National Curriculum subjects are taught in a cross curricular, creative thematic approach. All children are encouraged to learn about working together in pairs and groups and treating others with respect and tolerance, regardless of background and understanding rules within school and society in order to be prepared for life in modern Britain. Lessons, assemblies and the whole school ethos encourage children to learn about decision-making, making informed choices, debating and democracy and many school decisions are influenced through the pupils voice which is through the democratic process of the School Council.

MASTERY

Please refer to the Mastery Across the Curriculum document.

REVIEW

This policy will be reviewed according to the policy reviews timetable taking into account national and school based initiatives.

Signed.....

Dated.....