



OVERCHURCH INFANT SCHOOL

Geography Policy

Approved by FGB:	
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Signed:	Headteacher
Signed:	Chair of Governors

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Statement of intent

At Overchurch Infant School, children develop their use and understanding of geographical vocabulary so they can confidently and articulately describe the world around them.

As Geographers, children will understand their place in the world through a widening geographical perspective both locally and globally. Their learning is enhanced through fieldwork and first-hand experience, deepening their understanding of Upton and their local area.

Through the teaching of geography, Overchurch Infant School aims to:

- Increase pupils' awareness, knowledge and understanding of the local area.
- Develop pupils' graphic skills, including how to use, draw and interpret maps.
- Make pupils aware of environmental problems at a local and global level.
- Develop a variety of skills, including those in relation to researching, computing and presenting conclusions in the most appropriate way.

1. Legal framework

1.1. This policy has due regard to statutory guidance including, but not limited to, the following:

- DfE (2013) 'National curriculum in England: geography programmes of study'
- DfE (2021) 'Statutory framework for the early years foundation stage'

2. Roles and responsibilities

2.1. The geography subject leader is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Reviewing changes to the national curriculum and advising on their implementation.
- Monitoring the learning and teaching of geography, providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out an annual audit of all geography resources.
- Liaising with teachers across all year groups.
- Communicating developments in the subject to all teaching staff.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring common standards are met for recording and assessment.
- Advising on the contribution of geography to other curriculum areas, including cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for the development of geography in subsequent years.

2.2. The classroom teacher is responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' geographical skills, with due regard to the national curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.

- Liaising with the geography subject leader about key topics, resources and supporting individual pupils.
- Monitoring the progress of pupils in their class and reporting this on an annual basis.
- Reporting any concerns regarding the teaching of the subject to the geography subject leader or a member of the senior leadership team (SLT).
- Undertaking any training that is necessary in order to effectively teach the subject.

3. Early years provision

- 3.1. Activities and experiences for pupils will be based on the seven areas of learning and development, as outlined in the DfE's 'Statutory framework for the early years foundation stage'.
- 3.2. Provision for early years pupils focusses on four specific areas:
 - Literacy
 - Maths
 - Understanding the world
 - Expressive arts and design
- 3.3. All activities will adhere to the objectives set out in the framework.
- 3.4. In particular, geography-based activities will be used to develop pupils' understanding of the world, helping them to comprehend a world beyond their local community.

4. The national curriculum

- 4.1. The national curriculum is followed and provides a full breakdown of the statutory content to be taught within each unit.
- 4.2. **KS1 pupil objectives**
 - **Locational knowledge:**
 - Name and locate the world's continents and oceans.
 - Name, locate and identify characteristics of the countries which make up the United Kingdom (UK).
 - **Place knowledge**
 - Understand the geographical similarities and differences of areas of the UK and of a small area in a contrasting non-European country.

- **Human and physical geography**
 - Identify seasonal and daily weather patterns in the UK.
 - Locate hot and cold areas of the world in relation to the equator.
 - Use basic geographical vocabulary to refer to key physical features, as well as human features, including buildings, vegetation and seasons.
- **Geographical skills and fieldwork**
 - Use world maps, atlases and globes to identify the UK and any other countries studied.
 - Use simple compass directions, locational terminology and directional language to describe the location of features and routes on a map.
 - Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features.
 - Devise a simple map and construct basic symbols in a key.
 - Use observational skills to study the geography of the school and identify the key human and physical features of the surrounding environment.

5. Cross-curricular links

5.1. Wherever possible, the geography curriculum will provide opportunities to establish links with other curriculum areas.

5.2. English

- Pupils are encouraged to use their speaking and listening skills to describe what is happening.
- Pupils' writing skills are developed through recording findings and creating reports.
- Pupils' vocabulary is developed through the use and understanding of specialist terminology.

5.3. Maths

- Pupils use their knowledge and understanding of measurement and data handling.
- Where appropriate, pupils record findings using charts, tables and graphs.
- Pupils use data analysis in order to identify patterns.

5.4. Science

- Pupils use their knowledge of the natural world to identify and analyse features of physical geography.

- Pupils' investigative and practical skills are developed through the use of fieldwork and problem-solving activities.

5.5. Computing

- Computing will be used to enhance pupils' learning.
- Pupils will use computing to locate and research information.

5.6. Spiritual development

- Pupils' development will be focussed on the vastness of the world, encouraging an appreciation and fascination.
- Pupils are encouraged to think about the effect of humans actions on the environment.
- Current geographical developments and issues will be discussed in the classroom, where appropriate.

6. Teaching and learning

- 6.1. Pupils will be taught to describe key characteristics and associated processes in common language, as well as understand and use specialist vocabulary.
- 6.2. Pupils will undertake independent work, and have the opportunity to work in groups and discuss work with fellow classmates.
- 6.3. Lessons will allow for a wide range of geographical, enquiry-based research activities, including the following:
 - Questioning, predicting and interpreting
 - Practical experiences
 - Collaborative work
 - Role-play and discussions
 - Problem-solving activities
 - Classifying and grouping
 - Researching using secondary sources
- 6.4. Lessons will involve the use of a variety of sources, including maps, data, pictures and videos.
- 6.5. The classroom teacher, in collaboration with the geography subject leader will ensure that the needs of all pupils are met by:
 - Setting tasks which can have a variety of responses.
 - Providing resources of differing complexity according to the ability of pupils.
 - Setting tasks of varying difficulty depending on the ability group.

- Utilising teaching assistants to ensure that pupils are effectively supported.
- 6.6. Opportunities for outdoor learning and practical work will be provided wherever possible, such as investigating the local environment.
- 6.7. Each year group will have the opportunity to undertake an external educational visit or activity which is geography based (COVID19 guidelines permitting in the academic year 2021-22).

7. Planning

- 7.1. All relevant staff members are briefed on the school's planning procedures as part of staff training.
- 7.2. Throughout Overchurch Infant School, geography is taught as a discrete lesson and as part of cross-curricular themes when appropriate.
- 7.3. Teachers will use the key learning content in the DfE's statutory guidance 'National curriculum in England: geography programmes of study'.
- 7.4. Lesson plans will demonstrate a balance of interactive elements used in teaching, ensuring that all pupils engage with their learning.
- 7.5. Long-term planning will be used to outline the termly topics in which geography will be taught in each year group.
- 7.6. Medium-term planning will be used to outline the vocabulary and skills that will be taught each half term in each year group as well as highlighting the opportunities for assessment.
- 7.7. Medium-term plans will identify learning objectives, main learning activities, resources and differentiation.
- 7.8. Medium-term plans will be written by the geography subject leader to ensure there is progression between years.
- 7.9. Knowledge organisers will be provided each half term for years 1 and 2. These will provide children with the key facts and specialist vocabulary necessary to support their learning and provide an opportunity for assessment.
- 7.10. Short-term planning is the responsibility of the subject leader but can be adapted by the year group to ensure all children's needs are met. This is achieved by building on their medium-term planning, taking into account pupils' needs and identifying the method in which topics could be taught.
- 7.11. All lessons will have clear learning objectives, which are shared and reviewed with pupils.

8. Assessment and reporting

- 8.1. Pupils will be assessed and their progression recorded in line with the school's Primary Assessment Policy.
- 8.2. At the start of a new unit within a termly topic, children will be assessed as to their level of prior knowledge in the form of an informal 'quiz'. At the end of a sequence of lessons within a half term children's 'exit point' learning will then be assessed and recorded to gauge whether pupils have achieved the key learning objectives.
- 8.3. Assessment will be undertaken in various forms, including the following:
 - Talking to pupils and asking questions
 - Discussing pupils' work with them
 - Marking work against the learning objectives
 - Specific assignments for individual pupils
 - Observing practical tasks and activities
 - Pupils' self-evaluation of their work
 - Classroom based 'Quick Quizzes' found on geography knowledge organisers
- 8.4. Formative assessment, which is carried out informally throughout the year, enables teachers to identify pupils' understanding of subjects and informs their immediate lesson planning.
- 8.5. Parents will be provided with a written report about their child's progress during the summer term every year. These will include information on the pupil's attitude towards geography, understanding of geographical terminology, investigatory skills and the knowledge levels they have achieved.
- 8.6. Pupils with special educational needs and disabilities will be monitored by the special educational needs coordinator.

9. Monitoring and review

- 9.1. The geography subject leader will review this policy on an annual basis.
- 9.2. The geography subject leader will monitor teaching and learning in the subject at Overchurch Infant School, ensuring that the content of the national curriculum is covered across all phases of pupils' education.
- 9.3. Any changes made to this policy will be communicated to all teaching staff.