



## Benhall Infant School and Pre-School Geography Policy



**Member of staff responsible:** Siobhan Sanan  
**Last Review Date:** Summer 2020  
**Next Review Date:** Summer 2022

### Intent

At Benhall we believe that a high-quality Geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teacher should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time. (National Curriculum 2015)

Geography helps children to develop a sense of place, to gain a better appreciation and understanding of a variety of physical and human conditions on the earth's surface. It has direct relevance for the children because it relates to aspects of their lives and the environment in which they live. It extends children's interest and knowledge beyond their immediate environment and helps them to interpret images and information about people and places which they acquire from different sources.

Every child is entitled to be taught a balance of in-depth knowledge of places and themes and also more general geographical knowledge.

At Benhall we will aim to develop:

- A sense of place
- An interest in and respect for the natural and built environment
- A respect for the diverse ways in which people live and an appreciation of our multi-cultural society
- A sense of wonder at the beauty of the world around us
- An appreciation of the different views and values held by other people
- An informed concern about the future of the human habitat and a sense of responsibility for the care of the earth and its people

By the end of Key Stage One we aim for children to develop:

- Knowledge and understanding of the earth's physical and human features
- The factors which influence these
- A greater understanding of the complex relationships between physical conditions, natural processes, human activities and the earth's resources
- An awareness and understanding of the world's ethnic, cultural and economic diversity

All children are given opportunities to develop the elements of knowledge, skill and understanding:

- Geographical enquiry and skills, including how to use a range of maps, atlases and globes.
- Knowledge and understanding of places
- Knowledge and understanding of patterns and processes
- Knowledge and understanding of environmental change and sustainable development

### **Implementation**

Planning in the Foundation stage is based upon the 'Knowledge and understanding of the world' element of the Early Learning Goals, with due reference to the Early Years Foundation Stage document.

In Key Stage 1, planning is based upon the National Curriculum.

Geography is embedded with all other areas of learning within our whole school approach of continuous provision. It can promote learning in the core subjects, through the key skills of reading, writing, speaking and listening, numeracy, investigation and the use of ICT. It can also enrich children's understanding of cross-curricular themes such as PSHCE and global dimension.

The study of locality is central to National Curriculum Geography. As the children progress, the topics chosen for study, fieldwork or visits should develop from the familiar, concrete, local contexts, which will include the children's immediate surroundings. In the foundation stage children will focus on their immediate surroundings and the locality in their 'sense of place' activities. Key Stage 1 will focus on the immediate environment and preferences and improvements to the locality and the study of contrasting UK and non-European locations. The children will learn the name and locate the world's seven continents and five oceans and the four countries and capital cities of the United Kingdom and its surrounding seas.

There will be opportunities for the children to work in a number of different ways according to the subject matter being covered and the planned learning objectives.

The Geography curriculum should involve children in the process of enquiry. Geography skills should be taught as part of a study rather than a separate learning activity. Children are given opportunities, whenever possible, for first hand experience of areas or topics to be studied. Field work is an essential part of developing children's knowledge and understanding and should be planned where appropriate. We aim to approach Geographical enquiry through an appropriate variety of approaches to teaching and learning, which are practical, hands-on and relevant to the children's experiences. The use of imaginative activities, such as art, role play, drama and story telling, also plays an important part in the teaching of geography. Teachers are encouraged to use their own experience of different places to provide more detailed knowledge and appropriate resources for the units they teach.

### **Impact**

The Learning leaders are responsible for monitoring the coverage of Early Learning Goals and National Curriculum objectives, and identifying areas that need to be developed.

Continuity and progression is ensured within the monitoring of the coverage of Knowledge and Skills objectives across all three year groups and with the monitoring of individual pupil's Standards and Progress throughout the year. We consider the acquisition of geographical skills is developmental throughout the school.

A child's progress is monitored in accordance with the school assessment policy. Pupil assessment will include:

- Formative assessment by teachers in weekly plans
- Termly updating of ScholarPack formative assessment markbooks for Years 1 and 2
- A termly summative assessment on ScholarPack for EYFS, Year 1 and Year 2
- Annual report to parents

Assessment should seek to raise standards of achievement in Geography by:

- Providing teachers with information on individuals' strengths and weaknesses
- Informing the teaching and planning of future work

Our school is made up of small teams called 'learning leaders'. These are groups of 2 or 3 staff members. The learning leaders will provide professional leadership and management for their particular subject(s) and will ensure that it is managed and organised so that it meets the aims and objectives of the school. Personal development of staff and training needs will be discussed and addressed. The learning leaders will aim to meet the training needs of all staff.

The learning leaders will monitor the subject by:-

- 1) Scrutinising planning.
- 2) Scrutinising examples of children's work.
- 3) Monitoring and analysing progress data.
- 4) Observing Teaching and Learning and providing clear, constructive feedback

### **Accessibility and Safeguarding Statement**

This policy is written with reference to our Safeguarding Policy, in particular the Child Protection section.

We will strive to ensure that the ethos of the school is such that everyone is equally valued and treated with respect.

Pupils will be provided with opportunities to experience, understand and value diversity.

All pupils should have access to an appropriate education that gives them the opportunity to achieve their personal potential, whatever their abilities and needs might be. Benhall Infant School and Pre-School is committed to providing an outstanding safe learning environment that promotes the welfare and well-being of all children. We ensure that this policy considers those children and young people with additional medical needs such as asthma, diabetes, epilepsy and allergies etc.

