



# **Hamp Nursery & Infants' School**

## **Geography Policy 2020-2021**

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## Policy Statement

Geography raises and answers questions about the natural and human worlds. It develops knowledge of places and environments throughout the world, an understanding of maps and a range of investigative and problem solving skills to be applied both inside and outside the classroom.

Geography allows pupils to encounter different societies and cultures.

Geography can encourage pupils to think about their own place in the world, their values, and their rights and responsibilities to other people and the environment.

## Aims

At Hamp Nursery and Infants' School, through whole school planning, we aim to implement Geography in the Early Years Foundation Stage and at Key Stage 1 level in the National Curriculum. Geography is a cross curricular subject which has strong links with science, mathematics, ICT, history and literacy. During our planning these links are to be utilised.

The content of our geographical teaching includes the following aspects:

1. To prioritise speaking and listening within the geography curriculum for example through talking-partners and role-play activities.
2. To inspire in pupils about the world and its people that will remain with them for the rest of their lives.
3. To provide pupils with knowledge about diverse places, people, resources and natural and human environments.
4. To develop a growing knowledge about the world to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.
5. To introduce pupils to geographical enquiry and encourage them to ask questions and develop an understanding about different environments.
6. To use geographical vocabulary to describe aspects relating to people, places and features in the environment.
7. To communicate geographical understanding through a variety of ways such as discussion, pictures, drawing, ICT and writing.
8. To develop confidence with the use of geographical resources such as globes, maps, plans and photographs to discover features of places and environments.
9. To develop geographical skills through focused investigative fieldwork such as the ability to collect data.
10. To become aware of the processes and effects on environments such as extreme weather conditions and flooding.
11. To incorporate the National Curriculum key skills of communication, application of number, ICT, working with others, improving own

learning and problem solving during geography based activities.

- In achieving these aims we begin with the child's direct experiences, with discussions about their immediate environment such as themselves and their families and homes. These are the basis for focusing on wider issues such as My School, My Street, My Town, My Country, The United Kingdom and more distant places.

### **Implementation of Geography**

In order for the aims to be achieved it is our policy that all teachers will plan and implement Geography with reference to curriculum planning and the QCA schemes of work (at key stage one level). We encourage children to ask as well as answer geographical questions. Children take part in focused activities, role-play and discussions, and they report back to the rest of the class.

#### **Early Years**

Within the Early Years Foundation Stage, geography is included as part of Knowledge and Understanding of the World. The children learn to investigate similarities and differences, the local environment and cultures and beliefs, fostering the skills essential to developing historical understanding. This is set out in the early year's curriculum as children needing to:

- Observe, find out about and identify features in the place they live and the natural world.
- Begin to know about their own cultures and beliefs and those of other people.
- Find out about their environment and talk about those features they like and dislike.

Learning opportunities will be provided to encourage children to find out about their environment with the use of visual stimulating resources such as photographs, simple maps and also by making focused visits to the local natural and built environment. We provide vocabulary with pictures and STC to encourage speaking and listening. For example, after nature walk collecting natural objects (e.g. pine cones) for use in the tuff spot. We then encourage and praise use of the vocabulary. Classes are encouraged to find out about places outside their immediate environment through following the adventures of Barnaby Bear.

#### **Key Stage One**

During Key Stage 1, pupils investigate their local area and a contrasting area in the United Kingdom or abroad, finding out about the environment in both areas and the people who live there. They also begin to learn about the wider

world. They carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions about people, places and environments, and use geographical skills and resources, such as maps and photographs.

Therefore we suggest:

1. The locality of the school: its immediate vicinity e.g. school buildings, grounds and surrounding areas.
2. A contrasting locality: in the United Kingdom and overseas that has physical and human features that contrast with those.

As appropriate:

- Pupils should participate in fieldwork investigations outside the classroom during the study of the local area. Pupils will visit a place within easy reach of the school to investigate and to share first hand experiences and develop a range of geographical skills.
- Pupils will use a variety of secondary sources, which will give them experience of places they cannot visit; these will include photographs, books, and artefacts. In Year 2 pupils will have access to the internet to view pictures, maps and collect information relating to distant places.
- Pupils will use globes, atlases and maps to identify places and features. This will enable them to build up proportional sizes and position of places.
- Pupils geographical enquiry skills will be promoted through class discussions to stimulate questioning skills and use of geographical vocabulary.
- Where required pupils will collect, sort and present data in diagrams and maps to explain patterns and relationships between places.
- Pupils will have access to computers to use geography programmes.

### **E-Safety**

E-Safety forms part of this and all other policies. E-Safety rules/practices and procedures will therefore be followed by staff and pupils at all times.

### **Cross-Curricular**

Geography activities offer links to other subject areas of the National Curriculum. Links can be achieved by carefully planning geographical activities that link to both core and foundation curriculum areas to make an efficient use of time.

### **Possible Cross-Curricular Links**

PSHE- Geography lends itself to chances to participate in discussions and

debates about environmental issues e.g. caring for our world.

Literacy - To use texts with a geographical focus to generate activities such as, making a pictorial map for a place in a story.

ICT - To compile maps using programmes such as My World and Dazzle. To use the internet to locate maps and features of places. To follow routes using a programmable toy such as Beebots.

Maths - To use data handling programmes to highlight findings from fieldwork e.g. charts and graphs.

History - Through the study of the history of our town, we combine geographical skills with history to investigate places and features in Bridgwater.

### **Resources**

Within the school central 'Resources' cupboard and in individual classrooms there is a collection of Geography resources. This comprises the following:

- Photographs of features within the local area of Bridgwater (additional photographs to be added as the town develops.)
- Maps, atlases, globes, poster packs (a contrasting locality – the Island of Struay, Chembakolli), compasses, rain gauges
- Videos (in the city) contrasting places.
- Geography photocopiable materials.
- Class Barnaby Bears and passports
- Artefacts from other countries.
- Class digital cameras can be used to record features during fieldwork activities.
- The Literacy Resource cupboard has big books relating to geography topics.
- School trips and fieldwork activities within the local area are also a valuable resource.  
(Individual teachers may also have their own resources, which they are happy to share).

\* There is a more detailed inventory of resources listed separately.

We aim to build on our resource material in the school annually when possible, but this depends on the available budget.

### **Planning**

Geography long term planning in school is monitored termly by the co-ordinator during whole school planning meetings for example, through learning walks and scrutiny's of work.

Class planning folders, which contain medium term planning and short term planning, are submitted to the headteacher each half term.

## **Assessment / Progression**

Opportunities for assessment will be identified in planning and schemes of work. Short-term assessments of geography activities will be observed and outcomes recorded, to inform future planning.

Parents receive a written report at the end of the year highlighting their child's progress in all curriculum areas including Geography (at Key Stage one level) and Understanding the World (at foundation stage level).

This policy was adopted- September 2018.

By Emily Dutfield

Signed EADUTFIELD

Print Name EMILY DUTFIELD

Position Held Class Teacher

Resource	Quantity
Collins Primary World Atlas (Year 2)	10
Collins First Atlas (Year 1 and Reception)	20
World Globes (in individual classrooms)	10
Punjabi boy dressing up costume	1
Indian sari dressing up costume	1
Indian girl dressed doll	1
African boy dressed doll	1
Multi-cultural drape – people around the World	1
Rain gauges	5
Collins Atlas	5
Atlas' miscellaneous	2
Teacher's Resource Books (Key Stage 1)	5
Teacher's Guide – Stop, Look & Listen Activity Book	1
Children's Atlas	3
World maps - various	
Look Around the Town – Resource pack	1
Homes Across Europe – Resource pack	1
Geography Starts Here! Activity Book	1
Atlas Book of Maps to photocopy	1
Soft globe	1
Large inflatable globes	2
Soft plastic/cloth map of the United Kingdom	4
Soft plastic/cloth map of United Kingdom (blank)	1
Large map of British Isles	3
Large British Isles outline map	2
Counties of the British Isles map	1
Map of Europe – with flags	2
Cushion of United Kingdom	1
Plotting a route map	1
Hamp Road maps – photocopies	
Taunton to Lyme Regis - OS map	1
Taunton to Bridgwater - Local Red Book	1
Quantocks OS map	1
Bridgwater OS map	1
Bridgwater Aerial map with photographs	2
Safe Routes to School OS map	1
Bridgwater Street Plans	
Large Island of Struay map	1
Medium Island of Struay map	1
A4 Island of Struay map	4
At the Seaside – Big Book	1
Life Boat / RNLI - Video	1
Seaside Holiday – Video pack	1
Our Street – Our World Activity Books	
Our Street – Our World - book	1
Our Street – Our World - posters	
Homes Around the World - poster	1

Rosie's Walk – book	1
A Sense of Place - book	1
Where We Live - video	1
Photographs of old Bridgwater - various	
Old photographs of local area	
India – photograph pack	1
I is for India - book	1
Barnaby Bears (individually dressed)	10
Barnaby Bear passports	10
Barnaby Bear individual birth certificates	10
Barnaby Bear TV Plus – video & activity pack	1
Barnaby Bear - poster	1
Geography Themed - Big Books (in Literacy cupboard)	