



Whitehall Nursery and Infant School

Geography Policy

Rationale

Geography is a fundamental part of our lives as it is all around us in the natural and man-made world. It is very important to us at Whitehall and therefore has a very important place in our school curriculum. Geography helps children to recognise how changes to places and the environment happen and affect us, both as a result of natural processes and through human activity. Geography at Whitehall helps our children to understand and value the community they live in and the world that they are part of. Through geography children explore topics such as climate change, food, water and energy and see how they are both part of the problem and the solution to the challenges we face in caring for the world we live in. We want our children to have a passion for geography, to be drawn into the learning through the wonder of mountains, deserts, rivers, and oceans and to develop the skills to see change all around them so that they begin to understand and appreciate the world they live in and the people who live in it alongside them.

Aims and objectives

Here at Whitehall Nursery and Infant School we encourage all pupils to:

- Engage in a relevant, challenging and enjoyable geography curriculum.
- Meet the requirements of the national curriculum programmes of study for geography.
- Develop competence in specific geographical skills.
- Stimulate children's interest and curiosity about their surroundings.
- Create and encourage a sense of wonder about the world.
- Encourage a sense of responsibility and care for the environment and its people locally and globally.

We will deliver this by teaching and embedding geographical principles into our curriculum, covering these areas:

- Locational Knowledge
- Place Knowledge
- Human and Physical geography
- Geographical Skills and Fieldwork

Geography and the National Curriculum

The National Curriculum (2013) aims to ensure that pupils:

Locational knowledge

- name and locate the world's 7 continents and 5 oceans
- name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- 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

Human and physical geography

- 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

Geographical skills and fieldwork

- 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

The aims and content of the National Curriculum will be taught through exciting topics from the 'Cornerstones' curriculum and will be influenced by research from the 'Geographical Association' to ensure we are delivering high quality teaching of geography at Whitehall. Alongside this, we have a carefully planned progression document starting with Nursery through to Year Two (see appendix 1) to enable children to leave key stage 1 with all the necessary geographical skills and understanding required to further their learning. This document also allows us to provide next steps for children needing extra support and challenge for those children who are excelling.

In each year group children will have the opportunity to take part in geographical field work, from exploring the surrounding area to travelling to other locations locally, which will ignite curiosity and encourage questioning.

Geography in the EYFS

By the end of the Early Years Foundation Stage it is expected that:

- Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Geography in the Early Years is taught through a mixture of an adult led thematic approach with the concept of 'learning through play' and 'child initiation' at the heart of everything. Children in Nursery and Reception are actively encouraged to explore their surroundings both indoors and outdoors to discover a sense of place and an appreciation of their environment. This exploration along with exciting and stimulating geographical provision will spark curiosity and encourage our young children to ask questions and find answers about the world around them and the people who live in it.

Children in Early Years at Whitehall will get the opportunity to:

- Learn first-hand about the school community and wider community that they are a part of.
- Explore different places, cultures and environments by visiting the local area, reading a variety of stimulating books and having access to small world provision.
- Use every day technology such as 'Google Maps/Earth' or 'Sat Navs'.
- Have hands on experiences of using maps and atlases through adult led activities and child initiated activities such as role-play.
- Learn the skills of observing, questioning and comparing the world around them.

SMSC and PHSE

Geography plays a significant role in the spiritual, moral, social, cultural and emotional development of our children as they acquire knowledge of a range of different cultures and traditions, and learn tolerance and understanding of other people and environments. Culturally and socially, children will learn a sense of belonging and an awareness that that we are part of a diverse community surrounded by different cultures and beliefs, affirming our ethos in developing a continued positive attitudes towards others. Morally and spiritually, the teaching of geography at Whitehall is essential as it gives our children opportunities to understand how human decisions have an effect upon the world and how they can contribute to improving the environment, however small that contribution might be. When learning about these fundamental topics, such as our responsibility to take care of the world around us, we nurture children's emotional development and encourage them to ask questions and discuss how it makes them feel.

Pupils' Experiences

In geography opportunities will be created for pupils to:

- Work collaboratively with their peers and work independently.
- Enhance their questioning and analytic skills in a variety of situations.
- Enjoy and create a passion for geography through inspiring lessons.
- Learn outside of the classroom by taking part in exciting fieldwork opportunities.
- Develop their personal interest in geography by taking part in an after school club or during child initiated activities.

Geography and Inclusion

We believe that every child is entitled to and deserves to be taught a broad and balanced geography curriculum. Within our school we have children with special educational needs, children with English as an additional language, gifted children and pupil premium children to name a few. We are determined to meet the needs of every child whatever their ability when teaching geography at Whitehall. This is achieved through specific planning suited to the child's individual needs, adaptation or additional resources, 1-1 or small group support from a teacher or LSA and differentiated activities designed to ensure all children make progress in geography. For further details see the relevant SEN, Pupil Premium and More Able policies.

Assessment for learning

Children demonstrate their ability in geography in a variety of different ways. Teachers will assess children's learning by making informal judgments as they observe them during lessons. By asking frequent and directed questions, throughout the lessons, to assess their learning and immediately address any misconceptions. On completion of a piece of work, the teacher assesses the work and gives oral or written feedback, as necessary, to support the child in making progress. Pupils are also encouraged to make judgments about how they can improve their own work. A judgement is made by the class teacher with regard to the progress a child has made and this is recorded on a subject specific matrix. The subject leader looks at examples of children's work across the year groups and monitors these against the expected attainment for the end of key stage 1. Subject matrixes are gathered in termly by subject leaders to monitor progress of individual children within classes.

Resources

We have a variety of classroom resources for geography that are readily available and accessible to all children. These include:

- Globes in every classroom for daily access.
- Atlases in every class library for free reading.
- Maps of the United Kingdom and the world.

- Pictures of human and physical features of the environment.
- Aerial photographs of different locations.
- Resources linked to different cultures from around the world.
- Books with a geographical link to prompt discussion – e.g. recycling.

We continually review geography resources in our school to ensure that they are still enhancing and enriching our geography lessons.

Monitoring

The coordination and planning of the geography curriculum is the responsibility of the subject leader, who also:

- supports colleagues keeping informed about current developments in subject and by providing a strategic lead and direction for this subject;
- discusses progress with the head teacher and evaluates the strengths and weaknesses in their subject and highlighting areas for further improvement;
- arranges time to review evidence of the children's work;
- observes subject lessons taught by class teacher in order to provide constructive feedback, highlighting positive areas and areas for improvement; directing colleagues to sources of support including in house good practise;
- Provide a termly summary to Governors.

This policy will be reviewed every three years.

Signed: Nicola Thorley

N. Thorley

Date: 14.07.20

Appendix I – Skill progression in Geography

<u>Big Idea – Comparison</u>	
<u>Compare and Contrast</u>	
<u>Year Group</u>	<u>Skill</u>
Nursery	Begin to notice how places/environments are the same or different.
Reception	Able to talk about how places/environments are the same or different.
Year 1	Identify the similarities and differences between two places.
Year 2	Describe and compare the human and physical similarities and differences between an area of the UK and a contrasting non-European country.
<u>Big Idea – Investigation</u>	
<u>Fieldwork</u>	
Nursery	Can talk about what they notice and begin to ask questions about their familiar world such as the place where they live or the natural world.
Reception	Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
Year 1	Carry out fieldwork tasks to identify characteristics of the school grounds or locality.
Year 2	Ask and answer simple geographical questions through observation or simple data collection during fieldwork activities.
<u>Geographical Resources</u>	
Nursery	Begin to recognise features of their immediate environment on a photograph.
Reception	Able to talk about features of their immediate environment on a photograph.
Year 1	Identify features and landmarks on an aerial photograph or plan perspective.
Year 2	Study aerial photographs to describe the features and characteristics of an area of land.
<u>Data Analysis</u>	
Nursery	
Reception	Begin to collect simple data from their immediate environment.
Year 1	Collect simple data during fieldwork activities.
Year 2	Collect and organise simple data in charts and tables from primary sources (fieldwork and observation) and secondary sources (maps and books)
<u>Big Idea – Nature</u>	
<u>Physical Features</u>	
Nursery	Begins to talk about features of their immediate environment. (grass, hill, soil, etc.)
Reception	Can talk about features of their immediate environment. (grass, hill, soil, etc.)
Year 1	Use basic geographical vocabulary to identify and describe physical features, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation.
Year 2	Describe the size, location and position of a physical feature, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation.
<u>Environment</u>	
Nursery	Begins to shows care and concern for living things and the environment.
Reception	Shows care and concern for living things and the environment .Begins to talk about how people can look after the local area.
Year 1	Describe how pollution and litter affect the local environment and school grounds.

Year 2	Describe ways to improve the local environment.
Big Idea – Place	
Maps	
Nursery	Explore and become familiar with simple maps.
Reception	Begin to draw or read simple maps.
Year 1	Draw or read a simple picture map.
Year 2	Draw or read a range of simple maps that use symbols and a key.
Location	
Nursery	Begin to talk about hot and cold areas of the world through stories.
Reception	Can talk about hot and cold areas of the world through stories or topics.
Year 1	Locate hot and cold areas of the world in relation to the equator.
Year 2	Locate the equator and the North and South Poles on a world map or globe.
World	
Nursery	Explore maps, atlases and globes through play and stories.
Reception	Explore maps, atlases and globes through play and stories and begin to understand that there are different places in the world.
Year 1	Name and locate the world's seven continents and five oceans on a world map.
Year 2	Name and locate seas surrounding the UK, as well as seas, the five oceans and seven continents around the world on a world map or globe.
UK	
Nursery	Able to understand that we are part of a community.
Reception	Able to name local area and begin to be aware of the name of the country we live in.
Year 1	Name and locate the four countries of the UK and their capital cities on a map, atlas or globe.
Year 2	Identify characteristics of the four countries and major cities of the UK.
Position	
Nursery	Begin to understand and follow simple directions.
Reception	Able to follow and begins to use simple directional and positional language.
Year 1	Use simple directional and positional language to give directions, describe the location of features and discuss where things are in relation to each other.
Year 2	Use simple compass directions to describe the location of features or a route on a map.
Big Idea – Processes	
Climate and Weather	
Nursery	Begins to identify daily weather.
Reception	Able to identify daily weather and begins to identify seasonal weather.
Year 1	Identify patterns in daily and seasonal weather.
Year 2	Describe simple weather patterns of hot and cold places.
Physical Processes	
Nursery	
Reception	
Year 1	Describe in simple terms how a physical process has affected an area, place or human activity.
Year 2	Describe, in simple terms, the effects of erosion.
Big Idea – Humankind	
Human features and Landmarks	

Nursery	
Reception	
Year 1	Name and describe the purpose of human features and landmarks.
Year 2	Use geographical vocabulary to describe how and why people use a range of human features.
Settlements and Land use	
Nursery	
Reception	
Year 1	Identify the characteristics of a settlement.
Year 2	Describe the size, location and function of a local industry.
Big Idea – Materials	
Natural and Man-made Materials	
Nursery	Begin to explore different materials – both natural and man
Reception	Begin to name and identify some of the uses of different materials – both natural and man made.
Year 1	Identify natural and man-made materials in the environment.
Year 2	Describe the properties of natural and man-made materials and where they are found in the environment.
Big Idea –Significance	
Significant Places	
Nursery	Enjoys playing with small-world models such as a farm, a garage, or a train track.
Reception	Enjoys playing with small-world models such as a farm, a garage, or a train track. Begins to name important places/buildings in the local area.
Year 1	Name important buildings and places and explain their importance.
Year 2	Name, locate and explain the significance of a place
Big Idea – Change	
Geographical Change	
Nursery	
Reception	Develop an understanding of growth, decay and changes over time.
Year 1	Describe how a place or geographical feature has changed over time.
Year 2	Describe how an environment has or might change over time.