



Whitehall Nursery and Infant School

Geography Policy

Rationale

Geography is a fundamental part of our lives in both 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. They 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 that have been 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 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

The statutory framework for the 'Early Years Foundation Stage' (2023) aims to ensure that by the end of the reception year all children have met the following early learning goals (ELGs) for understanding the world:

ELG: People, Culture and Communities

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

ELG: The Natural World

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world

around them, including the seasons and changing states of matter.

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.

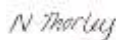
Monitoring

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



Date: 17.10.23