



## Geography Policy Aims and Objectives

### **At Girnhill Infant School we aim:**

- ❖ To provide a Geography curriculum which follows the national curriculum and is enhanced through children's classroom experience.
- ❖ For all children to enjoy and participate in individual and collaborative learning.
- ❖ To promote a Geography curriculum which provides engagement, challenge and support for all children.
- ❖ To enable learning experiences which promote independence, co-operation, imagination, curiosity, perseverance, concentration and pride.
- ❖ To have a developing awareness, appreciation and understanding of social, moral, spiritual and cultural.
- ❖ To enhance learning opportunities through appropriate use of ICT.
- ❖ To promote opportunities for children to further develop skills through an extended curriculum.

### **Geography Curriculum Planning**

Our main priority at Girnhill Infant School is to teach and perfect the skills implemented by the National Curriculum for Geography

### **Early Years Foundation Stage**

#### **Understanding the World – The world**

- ❖ Children know about similarities and differences in relation to places.
- ❖ They talk about the features of their own immediate environment and how environments might vary from one another.

## **Geography Programmes of Study: Key Stage 1**

### **Purpose of Study**

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. Teaching 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 framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

### **Aims**

**The national curriculum for geography aims to ensure that all pupils:**

- ❖ develop contextual knowledge of the location of globally significant places, including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes

- ❖ understand the processes that give rise to key physical and human geographical features of the world
- ❖ are competent in the geographical skills needed to:
  - ❖ collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - ❖ interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
  - ❖ communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing
- ❖ gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history and between short- and long-term timescales

## **Subject Content**

Our pupils will develop knowledge about the world, the United Kingdom and their locality. They will understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

### **Pupils are taught about:**

#### **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

Children are given a wide variety of experiences both in the classroom and out. We encourage school visits and visitors

into school to enable the children to gain first hand experiences to support their learning.

### **Cross Curricular Learning**

In teaching of Geography we aim to include cross curricular links whenever possible in order to provide opportunities for deeper learning. This is to help to enable the children to be able to transfer their learning between curriculum areas and to apply their literacy and mathematics skills in a wider range of contexts.

### **Special Educational Needs and Disability/Equal Opportunities**

Girnhill Infant School follows the schools practices and procedures in line with the SEND policy and inclusion policy to ensure equality and inclusion of all children. The school aims to ensure equal access to the National and Early Years Foundation Stage Curriculum irrespective of ethnic or cultural origin, gender and physical or mental ability.

### **Spiritual, Moral, Social and Cultural Development through Geography**

The Geography curriculum promotes a sense of enjoyment in the children's own creative and imaginative abilities and reflects the schools Social, Moral, Spiritual and Cultural policy.

### **E-Safety**

The Geography policy adheres to the school's E-Safety policy.