



Streetsbrook Infant & Early Years Academy



Policy for Geography

Streetsbrook Infant & Early Years Academy

'Learning for Life'

At Streetsbrook, we strive to provide an equal chance for all to become responsible and caring citizens who lead happy and fulfilled lives, and are equipped with the skills and abilities to shape the world they live in.

Our Values are:

- **Self-Belief**
- **Belonging**
- **Respect**

These are embedded into our Nurturing Principles



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INTENT

Subject Statement

At Streetsbrook, we believe that every child matters and every child matters equally. We aim for all our children, including those with SEND, to have fun, to develop positive relationships, achieve good outcomes and be prepared for their next steps in learning. We achieve this by ensuring our provision is well planned and delivered by highly skilled staff in partnership with parents and external professionals who are all committed to putting the children's needs at the heart of everything they do.

Our broad and balanced curriculum celebrates the diverse nature of our society and encourages adherence with the fundamental British values. We do not tolerate discrimination of any kind. Through quality first teaching practices we support, guide and inspire our children educationally and promote their spiritual, moral, social, cultural, mental and physical development.

Aims

At Streetsbrook, we recognise that a high quality geography education should inspire in children a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. We aim to equip children 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. We believe that all teachers have a responsibility to develop children's geographical knowledge, understanding and key skills.

Our curriculum leader for Geography is Mrs Fiona Bond.

Cultural Capital

Through our curriculum we maximise opportunities for children to learn about society and the world around them and offer enrichment opportunities that are accessible to all. In Geography, our intent is that we develop our children's knowledge in the world in which they live in, locally and further afield. We aim to inspire the children's curiosity and fascination about the world and its people to equip them for life outside of the classroom. Children are given opportunities to learn about place and location, mapping, weather and climate as well as taking part in a range of fieldwork to learn and apply a range of skills.

Embedding Ambition

We believe that all children are able to develop their geographical knowledge and skills regardless of their background, needs and abilities, and we are determined to make this happen. We monitor and evaluate our provision regularly and make sure all children are making sufficient progress, including those who need the most support.

IMPLEMENTATION

Learning Environment and Resources

The staff at Streetsbrook provide safe, secure and stimulating environments that allow learning to flourish. We ensure we have access to high quality resources that fully support teaching and learning for all children. Children are able to use resources such as iPads, compasses, maps, Google maps and a range of books. Children are given opportunities to explore their immediate environment, in and around school, and the local area. Fieldwork, including visits to Palmers Rough Local Nature Reserve, the coastal town of Weston-super-Mare and Blackwell Adventure allow children to extend their knowledge to locations further afield.

Curriculum

We base our curriculum on the DfE's statutory Early Years Foundation Stage Framework and the National Curriculum for Geography.

How is the curriculum taught?

EYFS

In EYFS our curriculum is built around the area of learning and development, 'Understanding the world: past and present; people, culture and communities; and the natural world', outlined in the 'Early years foundation stage statutory framework'.

Our curriculum provides activities and experiences which enable children to establish links between the different areas of learning and to develop their writing skills. Children are supported to meet the expected level of development (Early Learning Goal) before Year 1, namely that they are able to:

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between religious and cultural communities in this country, drawing on their experience 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.

The Natural World

- 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.

KS1

All children in KS1 are taught geography in line with the requirements of the English National Curriculum for Geography which are as follows:

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should 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 should be taught to:

Locational knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four 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.

Vocabulary Development

We aim to help children develop a wide geographical vocabulary through a variety of means, including the following:

- Providing a language rich environment
- Identifying a progression of key vocabulary
- Clarifying and modelling new vocabulary
- Practising using the correct vocabulary orally
- Creating displays of key words linked to specific topics and subjects
- The use of high quality resources to support learning
- Providing targeted small group work and one-to-one support, where required

Planning

The DfE's statutory EYFS framework and statutory National Curriculum, Programmes of Study are the starting point for lesson planning. Our Curriculum Overview for Geography outlines key knowledge and skills to be covered each half term and staff use detailed half termly plans to prepare and deliver high quality geography lessons that meet the needs of each cohort and those of individuals.

Parental Engagement

At Streetsbrook we believe working in partnership with parents is invaluable. We have a dedicated area for Geography on our school website which can be accessed by all parents. This gives parents the opportunity to view the learning that will be taking place during each school year. Each half term an overview of learning across all subjects, including geography, is provided to parents.

Inclusion

All children are entitled to access the geography curriculum at a level appropriate to their needs. We utilise the principles of Adaptive Teaching, as outlined in our Curriculum Policy, to ensure teaching and learning meets the needs of all children. Where required, children with SEND are supported to access the Geography curriculum. We ensure progress by setting suitable learning challenges and responding to each child's different needs. In line with individual learning plans, interventions or additional teaching opportunities may be required to ensure they are able to access the curriculum in a way that is appropriate to them.

Health and Safety

Health and safety is maintained to a high standard at Streetsbrook to ensure children and staff are protected from harm whenever possible. This includes both their physical and mental health, ensuring we comply with the Health and Safety at Work Act 1974. As necessary, risk assessments will be conducted to ensure that all potential risks and harms have been identified and that staff understand how to respond should an unexpected risk occur.

Remote Learning

In the case of remote learning being necessary we will provide learning opportunities through a combination of live on line lessons and by facilitating access to lesson content and resources to support independent home learning.

IMPACT

Assessment, Marking and Feedback

At Streetsbrook there are three, broad overarching forms of assessment, each with a different purpose. These are:

- Day-to-day formative assessment – to inform teaching on an ongoing basis, sometimes referred to as Assessment for Learning (AfL)
- In-school summative assessment – to understand each child's performance at the end of a period of teaching
- Statutory summative assessment – to understand each child's performance in relation to national expectations

Marking and Feedback

Whenever possible staff provide children with 'live feedback' to allow for interaction and dialogue. Age appropriate written feedback may also be provided.

Please see our Assessment and Marking policy for full details.

Pupil Voice

The views of children on our geography provision are gathered at least annually through small group discussion sessions involving the Subject Leader and KS1 representatives on our Curriculum Focus groups.

Governors

We work in partnership with Governors to ensure our curriculum is inclusive and accessible and fulfils the requirements of the EYFS statutory framework and the geography national curriculum. Governors monitor statutory assessment arrangements and receive regular updates on progress and attainment in geography.

Monitoring and review

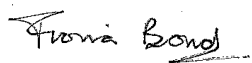
Our geography curriculum is monitored and reviewed regularly to ensure its on-going effectiveness. This is done in several ways including:

- Monitoring and moderation
- Learning walks
- Lesson observations
- Work scrutinies
- Displays scrutinies
- Pupil progress reviews
- Pupil voice
- Staff voice
- Attainment tracking and data analysis
- Through staff CPD opportunities
- Planning scrutinies
- Curriculum progression scrutinies

Policy Review

All members of staff are required to familiarise themselves with this policy as part of their induction programme. The Subject Leader will review this policy every three years and will make any changes necessary, in consultation with all stakeholders.

The next scheduled review date is Summer term 2028.

A handwritten signature in black ink that reads "Fiona Bond". The signature is written in a cursive style with a horizontal line underneath the name.

Fiona Bond
Subject Leader for Geography