

**BUSHFIELD ROAD INFANT
SCHOOL**

**GEOGRAPHY
POLICY**

Geography Curriculum Policy Document

Mission Statement

At Bushfield Infants, we provide a positive, happy and safe learning environment where all children feel valued and secure. We are committed to providing a rich and exciting curriculum, which encourages all children to meet challenges with enthusiasm and inspires them to succeed. At the heart of our school is a strong commitment to raising children's self-esteem and self-confidence, which enables them to become confident life-long learners.

Communication & Interaction

We spend a huge part of our lives talking, listening and responding to people around us. We should never just expect communication to happen; we should take personal responsibility for the quality of our conversations. Almost everything we do, in and out of school, depends on talking and listening. Speech, language and communication skills are crucial for the development of a child's learning and for their social and emotional wellbeing. For that reason, across all areas of our creative curriculum, we provide opportunities to talk, to listen and to respond to what we see and hear. (Please refer to the communication and Interaction policy for further information.)

Geography

Geography teaches children to make sense of their surroundings and to gain a better appreciation, knowledge and understanding of the world around them.

Bushfield Road Infants is situated on a large campus with extensive grounds, which gives many opportunities for children to explore the immediate environment. Central Park is within easy reach offering further opportunities to explore the local environment. The surrounding area is mostly residential and of the older type of building. All the local facilities are taken into account and used wherever possible, in order to develop the children's skills and knowledge.

Aims

- To stimulate children's interest in their surroundings and in the variety of human and physical conditions.
- To foster children's sense of wonder at the beauty of the world around them.
- To help children to develop an informed concern about the quality of the environment.
- To enhance the children's sense of responsibility for the care of the earth and it's people.

Objectives

- To investigate and learn about the features of their own environment.
- To help our children appreciate how the school locality is similar or different to other places.
- To focus on geographical questions about people, places and environments.
- To be able to observe accurately.

- To increase our children's knowledge of other cultures and, in doing so, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country.
- To enable our children to know and understand environmental problems at a local, regional and global level.
- To encourage in our children a commitment to sustainable development and an appreciation of what 'global citizenship' means.
- To be able to develop and use geographical enquiry skills, including fieldwork skills, geographical language and terms, and making and using maps.
- To develop mathematical language and number skills.
- To develop a variety of other skills including those of problem solving, I.C.T, and how to present their conclusions in the most appropriate way.

Quality of Teaching and Learning

a) General Organisation

We use a variety of teaching and learning styles in our school which are applied to the teaching of geography.

- We use whole class teaching which we combine with enquiry based research activities
- We use a variety of groupings
- We encourage children to ask as well as answer geographical questions.
- We encourage role play and discussion.
- We offer them the opportunity to use a variety of data including maps, statistics, graphs, pictures, photographs and aerial photographs.

b) The Class Teacher

The school supports all teachers so that they:

- take account of ability, gender, age, disability and ethnic origin of their pupils,
- plan effectively, setting clear objectives which pupils understand,
- show good subject knowledge,
- challenge and inspire pupils, having high expectations of them,
- use a variety of methods which enable all pupils to learn effectively,
- manage pupils well and insist on high standards of behaviour,
- use time, support staff, other adults and resources, including ICT, effectively,
- assess pupils work thoroughly and use assessments to help encourage pupils to make progress,
- ensure every pupil has access to appropriate ICT facilities to support geography,
- ensure every pupil has access to the resources of the school and local public library.

c) Strategies used

- Thinking skills - information-processing, reasoning, enquiry, creative thinking and evaluation.
- Multi-sensory approach to address different learning styles.
- Setting a common task which can be approached and completed at different levels.
- Setting a task which is differentiated by resources.
- A progressive task where the ability builds on a previous step.
- Grouping by ability or gender to reflect different elements of the task.
- Using classroom assistants to support the work of individual children or groups of children.

Geography curriculum planning

Geography is taught using themes and places as focal points:

We use the National Curriculum for geography as the basis for our curriculum planning. We have adapted appropriate QCA schemes to the local circumstances of our school i.e. we make use of the local environment in our fieldwork and we also choose a locality where the human activities and physical features provide a contrast to those in our own immediate area.

Our planning is in three phases:

Our long-term plan maps the geography topics studied each term through the creative curriculum and runs on a two year rotation cycle. At the Foundation Stage the long term plan has been adapted to become a scheme of work as opposed to termly topics. This ensures that children receive adequate coverage.

Our medium-term plans give details of each unit of work for each term and are planned by year group teams to ensure coverage of the programmes of study.

Our short-term planning is undertaken by all class teachers using an agreed format. These plans list specific learning objectives, activities, differentiation, resources and assessment.

Foundation Stage

We teach geography in Nursery and Reception classes as an integral part of the topic work covered during the year. As the Reception classes are part of the Foundation Stage of the National curriculum, we relate the geographical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the planning for children aged three to five, ensuring a good level of development. Geography makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world through activities such as collecting postcards from different places, singing songs from around the world, or investigating what makes a good playground and a good local park.

The contribution of Geography to Teaching other curriculum areas

Language

- Discussion, drama and role-play to develop understanding of different viewpoints.
- Use of fictional stories to describe places.
- Writing skills and reference skills.
- Uses of stories - Geography texts provide opportunities for children to develop and apply skills and understanding of literacy.

Science:

- Observational skills, predictions, physical processes.
- Enquiry skills - responding to questions/asking questions.

History:

- Comparisons of how people used the land, looking at changes, similarities and differences.

Mathematics:

- Space, scale, measuring, distance, direction, co-ordinates and data handling skills.

Information and Communication Technology (I.C.T):

- Enquiry skills - enhances geographical enquiry.
- Investigation and organisational skills.
- Editing and presentational skills - presenting information in many different ways.
- Communication and exchange of information with other pupils and adults in their own school and in similar/contrasting regions.
- Mapping skills.

Use of: -

- The Smartboard.
- CD ROMs - Learning programmes, encyclopaedia.
- Digital camera, programmable toys, videos.
- Access to the internet and e-mail.

The above require the following skills;

- Word processing
- Data handling
- Computer use

Personal, Social, and Health Education (P.S.H.E) and Citizenship:

- Concepts of citizenship, belonging to different groups and communities e.g. school and families.
- Working with others, listening to each other's ideas and treating them with respect.
- Recognition of global citizenship.
- Discussion, debate, making choices, making decisions.
- Understanding the need for, and following rules.
- What improves and harms their local environment.

Spiritual, Moral, Social and Cultural

- Localities to learn about inequality and injustice in the world
- Comparing attitudes, and acquiring positive attitudes towards other cultures and environments.
- Reflection on the impact of mankind on our world.
- Conserving the world for future generations

Teaching Geography to children with special educational needs.

At Bushfield Road Infant School we teach geography to all children whatever their ability. Geography forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our geography we provide learning opportunities that match the needs of children with learning difficulties.

Assessment and recording

We assess children's work in geography by making assessments as we observe them during lessons.

- At the end of a unit of work we make a summary judgement in relation to the level descriptors in the National Curriculum.
- We record the level on a group record sheet.

Role of the Co-ordinator.

- To support and advise other members of staff.
- To liaise with other professionals on matters relating to geography.
- To evaluate and update the policy document.
- To maintain, update, develop and evaluate the geography resources.
- To attend cluster meetings and area geography meetings to develop moderation of assessment and to keep in touch with new resources and developments.
- To attend Inset courses and report back to staff.
- To ensure new members of staff understand the geography policy.
- To evaluate the long-term plan.
- To observe lessons to ensure continuity and progression.
- To develop a portfolio of assessed work.

Resources

We have sufficient resources in our school to teach our adopted units in the QCA schemes of work. We keep these resources in a central store in labelled files and boxes and on labelled shelves. In the library we have a good supply of atlas's and geography topic books to support the children's research, and we borrow topic books termly from the local library. We also keep a range of CD ROMs in the software store.

Fieldwork

Fieldwork is integral to good geography teaching and we include as many opportunities as we can to involve the children in practical research and enquiry.

At the Foundation Stage we investigate the school environment, inside and out, and use the local park at every opportunity to study the local area

At Key Stage 1 the children carry out investigations into the local environment, observing and recording information around the school site and at a contrasting locality nearby.

Review

The policy is reviewed when necessary by the geography coordinator.

Resources

Secondary Sources

Photographs:

Normanby Hall.
Geography SATs.
Alkborough.

Post Office Resources.

Geography Task Masters level 1,2,3.

I.T.

Hummec Templates - weather

Clarisworks, word processing.

Pixie - programmable toy.

Internet access.

E-mail.

CD Roms

- World Explorer
- British Isles Explorer
- All about the weather and seasons
- Trudi's Time and Place House (directional game/language)
- Sammy's Science House (Weather)
- Learning Ladder (Maze)

Teacher Resources:

- Bright Ideas - Environmental Studies
- Large Class First Atlas - Key Start
- Oliver Boyd Geography Picture Book and Copymasters
- Large Book - Who cares about the weather?
- Folens Geography - 4-5 age
- Folens Geography - 5-7 age
- Blueprints Geography K.S.1 - Photocopiable resources, Teacher Resources.
- Essentials for Geography K.S.1 - Photocopiable Activities.
- Scholastic Map Work - Photocopiable Activities.
- Houses and Homes
- Rivers

Maps:

- Scunthorpe Scale 1:5000
- Bushfield Road Scale 1:1250
- Bushfield Road Scale 1: 500
- Alkborough
- Scunthorpe Street Map
- P.V.C map of U.K and World

Books:

- Poppy and Pips Walk
 - Morag and the Lamb
 - The Jolly Pocket Postman
 - The Jolly Postman
 - Sarah Scrap & Her Wonderful Heap
 - Sarah Scrap & Her Nature Trail
 - The Treasure Hunt
 - Houses Around the World
 - I Live in France
 - I Came to Britain From Jamaica
 - Katie Morag Stories
 - The Bear Hunt
 - Bear in the Air
 - Pingu Books
 - Houses
 - Rivers
- Ian Beck
 - Joan Lingard, Patricia Casey
 - Janet and Allan Ahlberg
 - Janet and Allan Ahlberg
 - Wendy Lewis
 - Wendy Lewis
 - Nick Butterworth
 - John Foster
 - John Foster
 - John Foster

Progression of skills and knowledge.

It is suggested that each year group incorporate the following learning objectives into their medium term planning, in order to ensure progression in geographical skills and knowledge.

Learning objectives	Programme of study
<p><u>Reception</u></p> <p>Name buildings, features. Describe what they see. Begin to use position and directional terms. Pick out features from pictures, photographs, and postcards. Look at and draw picture maps (fact or fiction). Describe how they use spaces e.g. classroom areas. Question how they see the space around them, i.e. school, buildings, grounds. Describe how people interact in school. Follow a simple route, create their own routes. Use large-scale plans, maps, jigsaws. Use I.T to identify features and record. Name weather features, record daily weather</p>	
<p><u>Year 1</u></p> <p>Name features, use of buildings and land. Develop positional and directional knowledge and use ICT to support learning. Give and follow directions, in plan and map form. Look at and discuss pictures, photographs, aerial photographs. Use and draw maps (fact or fiction). Use and draw maps, using ICT. Sort features into types e.g. types of houses, shops, churches. Sort features into groups e.g. what would you expect to find near to each other. Sort features into similarities and differences. Recognise the outline of the U.K. Draw and use maps of different localities. Express views about how their environment is affected. Recognise that environments can be changed. Compare pictures, photographs of same locality showing change. Recognise the weather as a changing feature. Know the names of the seasons. Begin to develop an understanding of distances. Use ICT to record for information and comparison. Find features and places on maps, pictures, globes, atlas.</p>	

Year 2

Extend naming of physical features to be more precise.

Use four points of the compass to describe direction.

Compare physical features, high/low, flat/hilly.

Recognise physical features using a variety of maps, globes and ICT.

Recognise and name countries of the U.K.

Know the location of Scunthorpe within N. Lincs and U.K.

Develop an awareness of the world as countries.

Begin to use 2 co-ordinates.

Compare their locality with a similar locality in another country.

Sort physical and human features into similarities and differences.

Use ICT to record for information and comparison.

Develop ideas of distance e.g. paces along a street.

Develop weather/seasonal vocabulary.

Compare seasonal differences.

Recognise that there are extremes of weather and these can change a locality.

In each year group the children will experience fieldwork activities.

Progression of map skills.

Children need to acquire specialised map skills:

- Using symbols.
- Finding location.
- Following directions.
- Using scale and finding distances.
- Using ICT to develop instructions for following a route.

1. Using Symbols:

- Compare similarities and differences between real objects and pictures and models of those objects.
- Know what familiar symbols mean e.g. red light, stop sign, Pelican Crossings.
- Build model landscapes in sand.
- Make 3D models of familiar environment e.g. the playground.
- Use simple pictorial maps e.g. a map of the school can show classrooms etc.

2. Finding location:

- Describe where you are in relation to other objects, e.g. next to, above.
- Use pictures and I.T to describe positional language.
- Use 3D materials to follow positional instructions e.g. put the shop next to...
- Use a map to solve simple location problems e.g. where is the best place for...

- Use a grid to show location e.g. cat in A4.
- Draw maps of imaginary community. Discuss best place for airport, shops.
- Use simple grid to find places on maps.

3. Following Directions:

- Face in the direction told (as in O'grady says)
- Turn left, right, quarter, half turn.
- Classify pictures of objects according to the direction in which they move e.g. up/down, side to side, forwards/backwards.
- Align a map of the classroom correctly.
- Escort new children around the school.
- Use a map to describe a route.
- Draw maps to show a route from home to school and from school to places visited.

4. Using Scale and Finding Distances:

5. Using ICT to Develop Instructions for Following a Route:

ICT

Children are given the opportunity to use learning programmes to support the development of their geographical skills. Children are encouraged to use word processing and data handling packages on all school computers. Children use CD ROM's and the Internet to investigate other localities.

Long-term Plans - Geography Y1 / Y2

	Autumn	Spring	Summer
1st C Y C L E	Where in the World is Barnaby Bear? Q.C.A. 1a 1d 2a 2c 2d 3a 3b 4a ICT Links:- <ul style="list-style-type: none"> • Where in the world is Barnaby Bear? (CD ROM) • www.bbc.co.uk/schools/barnabybear • My first amazing British Isles explorer (CD ROM) • The Oxford Talking CD Atlas (CD ROM) 	An Island Home Q.C.A. 1a 1c 1d 2a 2c 2d 2e 3a 3d 4a 5a ICT Links:- <ul style="list-style-type: none"> • An Island Home (PNS) • www.mutlimap.co.uk • www.collholidays.co.uk • www.isleofcoll.org • www.sin.org.uk/geography • www.ers.north-aryshire.gov.uk/katie_morag 	The Local Area Q.C.A. 1a 1b 1c 1d 2a 2b 2c 2d 2e 3a 3b 3d 4a 4b 5a ICT Links:- <ul style="list-style-type: none"> • Simple City (CD ROM)
2nd C Y C L E	The Weather Around the World Q.C.A. 1a 1b 1c 1d 2a 2b 2c 2d 3a 3b 3d 4a 4b 5a 6a 6b 7a 7b ICT Links:- <ul style="list-style-type: none"> • All about the weather and seasons (CD ROM) • www.metoffice.gov.uk 	A Contrasting Locality Overseas Q.C.A. 1a 1b 1c 1d 2a 2c 2d 3a 3b 3c 3d 3e 4a 4b 5a ICT Links:- <ul style="list-style-type: none"> • Global Eye (PNS) • My first amazing world explorer (CD ROM) • The Oxford Talking CD Atlas (CD ROM) • www.bbc.co.uk/schools/barnabybear 	Going to the Sea-side Q.C.A. 1a 1d 2a 2b 2c 2d 3a 3b 3c 3d 3e 4a 4b 5a ICT Links:- <ul style="list-style-type: none"> • Seaside (PNS) • Where in the world is Barnaby Bear? (CD ROM) • www.bbc.co.uk/schools/barnabybear • Talking Stories (CD ROM) Sally's Seaside Adventure)