

## KINGMOOR NURSERY AND INFANT SCHOOL

### Geography Policy

#### Aims and Objectives

High quality Geography teaching at Kingmoor Nursery and Infant School will inspire children to be curious about their world and the people in it. Through Geography, children will develop a sense of wonder about the world around them and the wider world. Children will learn how their environment impacts their lives and the impact their lives have on the environment. Children will develop their observation, questioning and investigative skills through first hand experiences and high quality teaching will help build on their knowledge, skills and interests.

Through the teaching of Geography at KNIS, the pupils will:

- Gain an deeper understanding and knowledge of our local area and the wider world
- Develop knowledge of other cultures around the world learning both respect and diversity.
- Be able to use geographical vocabulary to explain their learning.
- Use geographical resources such as maps, globes and online resources such as Google Earth to research and learn about the world.
- Experience the local environment through first hand experiences.
- Learn similarities and differences between themselves and their environment and others.
- Learn mapping skills in order to read maps and create their own.
- Learn names and facts about places around the world.

#### Teaching and Learning

At Kingmoor Nursery and Infant School, our curriculum is planned for progression from EYFS through to Year 2, allowing children to build on prior learning and develop an in depth knowledge of Geography. We start from the children's own experiences – the here and now – and then extend. In Geography we go beyond the classroom into the wider community and then start looking at the wider world.

#### Early Years

In the Early Years, Geography is taught through the Understanding the World (UTW) area of learning as part of the Early Years Foundation Stage. Geography makes a significant contribution to the ELG objectives for UtW and underpins the foundation for KS1, planning is progressive, ensuring children have the knowledge and experiences to successfully access the Key Stage One curriculum in Year 1, building on their prior learning. Children have access to high quality indoor and outdoor provision daily, giving them first hand experiences of the world around them and to stimulate discussion and vocabulary. Children are naturally inquisitive and the Early Years allows the children the opportunity to explore, question and understand. Opportunities include exploring the local woodland, receiving postcards from around the world from the runaway Gingerbread Man and story maps.

#### Key Stage 1

Pupils develop knowledge about the world, the United Kingdom and our local area. Vocabulary is planned progressively across KS1, so children can understand and use new and subject specific vocabulary. Children will have opportunities to use fieldwork and mapping skills around their local environment.

We use the National Curriculum as the basis for our curriculum planning in Geography including  
Location Knowledge  
Place Knowledge  
Human and Physical Geography  
Geographical Skills and Fieldwork.

In KS1 Geography is taught in weekly lessons over 3 half terms of the school year through the CUSP curriculum allowing children to learn in depth geographical knowledge and vocabulary. Each module starts with a Big Idea, which is carefully planned to activate and build on prior learning to develop deeper retention and learning. Lessons are planned sequentially, using a learning question, to allow children to build on knowledge, and to retain key geographical knowledge.

Planning is designed for children to also develop their ability to 'think like a geographer' through disciplinary knowledge, allowing them ask questions, analyse findings and make conclusions.

Teachers use the CUSP outline to create a Medium Term Plan detailing key knowledge, vocabulary, information and concepts and how these will be taught across the year group. Different learning techniques are planned to ensure each child can access the curriculum. These modules ensure the children are enthusiastic, securing motivation and concentration, supporting their learning and developing their skills and knowledge. We make use of the local environment to enrich the curriculum as well travelling further afield on school trips.

### Inclusion

All children are given equal access to the Geography curriculum. At KNIS we are committed to ensuring children reach their full potential ensuring we meet the diverse and complex needs of each and every individual. We adapt provision to ensure it meets the needs of our learners and are committed to removing barriers to learning.

Differentiation of tasks, teaching methods and resources will be planned for the specific needs of the pupil. All pupils will have access to resources and opportunities to further their learning and make progress.

We respond to children's diverse learning needs by being committed to removing barriers to learning and we do this by:

- Creating effective and interactive learning environments such as interactive displays.
- Providing scaffolding to support children's learning.
- Modelling activities / tasks

- Paired and collaborative work that is rich in discussion and reflection
- Using visual cues to aid understanding
- Pre-teaching key vocabulary to provide a 'hook' into teaching
- Teaching using metacognitive approaches so that children learn how they learn best and develop a range of tools to support them in approaching their work independently and confidently.
- Using online assessments to allow children to demonstrate what they can do and have learned as well as a tool for children to record their own work.
- Ensuring every child has an appropriate and challenging target for learning
- Teaching more able children with their own class and extending their learning through differentiated group work, extra challenges and opportunities for independent learning.

### Assessment

All teaching staff use reflections during unit meetings to discuss the learning of individual and groups of children in each lesson, these are recorded on the MTP and used to adapt future lessons, plan for next steps and consolidation.

Tapestry is used throughout school to make summative assessments and monitor pupil progress. This is shared with other staff for moderation and to identify next steps.

In Early Years, teachers use 'Development Matters' and the EYFS profile objectives for UTW. Teaching staff in the Early Years use Tapestry to capture children's learning, assess children's learning against Development Matters and plan for next steps. At the end of reception year, teachers assess children's UTW against the profile objective with an emerging or expected mark.

Throughout KS1 teachers use tapestry to assess children's learning in Geography making summative assessment judgements in Autumn, Spring and Summer. Teachers use school assessment tool and internal moderation to discuss and make assessments. At the end of Year 2, teachers judge children's attainment against the KS1 curriculum to see if they have met expected levels of learning.

### Staff well being

As an employer we are committed to caring for staff emotional well-being and mental health.

When you're caring for the emotional wellbeing of others, it's easy to forget your own. But to fully support the pupils in your care, we know we need to make sure our own staff are cared for too.

The high demands on teachers have been shown to result in stress among teachers.

Therefore, addressing the wellbeing of teachers is a vital step to addressing the wellbeing of pupils because engaged, cared for teachers are better able to care for pupils.

This policy has been written using guidance from

*Ways to reduce workload in your school(s) Tips and case studies from school leaders, teachers and sector experts July 2018, updated March 2019 DFE*

