

## 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. This will be taught with strong links to SMSC
- Be able to use geographical vocabulary to explain their learning.
- Use geographical resources such as maps, globals 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

A curriculum overview shows the Geography coverage and progression from Nursery to Year 2. Planning shows full coverage of the National Curriculum as well as the Understanding the World element of Development Matters. 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.

Geography is taught throughout the year in different topics such as Tanzania in Year 2 and Birds in Year 1. These topics 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.

#### 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. This is accessed daily by the children as part of the continuous provision and outdoors. Enhancements are added based on topics; such as growth, children's interests and next steps. Children are naturally inquisitive and the Early Years allows the children the opportunity to explore, question and understand. Geography makes a significant contribution to the ELG objectives for UtW and underpins the foundation for KS1. Opportunities

include exploring the local woodland, receiving postcards from around the world from the runaway Gingerbread Man and story maps.

### Key Stage 1

We use the National Curriculum as the basis for our curriculum planning in Geography. Our medium terms plans detail Geography coverage for the half term, the coverage depends on the topic for that half term. Year groups plan lessons based on MTP and prior learning. Children of all abilities have the opportunity to develop their skills and knowledge in each year group, and through planned progression. We make use of our local environment in our fieldwork.

The curriculum is split into areas of learning to ensure progression and to provide opportunities to make use of skills and consolidate knowledge. These are;

Location Knowledge

Place Knowledge

Human and Physical Geography

Geographical Skills and Fieldwork

### 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 and 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

Tapestry is used thorough school to make 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 emerging, expected and exceeding marks.

Throughout KS1 teachers use tapestry to assess children's learning in Geography. Teachers make assessments based on the curriculum objectives throughout the year to allow then to plan further learning and consolidation. 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 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*