

NEWPORT INFANT SCHOOL

GEOGRAPHY POLICY

Date of Policy Creation	January 2012
Policy Lead	Mrs J West Mrs C Slack
Date of Policy Adoption by Governing Body	November 2011
Frequency of review	Three yearly
Review Due	November 2014

Contents

Objectives	3
Organisation	3
Cross Curricular links	3
Long Term Planning	4
Medium Term Planning	4
Short Term Planning	4
Resources	4
Equal Opportunities	5
Reporting	5
Scheme of Work Foundation/Reception	7
Scheme of Work Year 1	8
Scheme of Work Year 2	10

At Newport Infant School we aim to develop children's knowledge of people, places and environments in their world and to consider their own responsibilities to other people and the surroundings.

Objectives

- to enjoy finding out about the world through first hand experiences and observations
- to develop geographical enquiry and skills
- to express views about people, places and environments
- to recognise how people affect and change the environment
- to compare and contrast the main features of localities
- to use a variety of resources to support and extend their geographical knowledge and understanding

Organisation

Geography will be taught throughout the school.

In the Foundation Stage it is taught as part of Knowledge and Understanding of the World. In Key Stage 1 Geography is taught in a cross curricular way and through blocked units of time related to topics/themes.

Children will have the opportunity to work in a variety of groupings, including:

whole class
individually
in groups of single/mixed ability (including pairs)

Cross Curricular Links

Geography is taught with cross curricular links with:

Literacy
Maths
Science
History
Creative Art
RE, Multicultural and PSHE
ICT
PE
Drama and role play
Music

Long Term Planning

Geography is planned as part of a 2 year programme.

Medium Term Planning

Termly planning is organised for each year group through topics/themes.

Short Term Planning

Weekly planning in year groups.

Assessment - ongoing formative assessment is based on teacher observation and work recorded in theme books; leading to end of year reports and receiving teachers.

Recording

Evidence for assessment could include:

- discussion
- theme books
- display
- geography portfolio
- photographs
- models
- observation
- video
- I.C.T.
- Visits and visitors

Resources

Geography is taught using a variety of the following resources:

- educational visits
- stories
- TV, video
- reference books
- artefacts
- photos and pictures
- dance and music
- visitors
- maps, globes and atlas'
- ICT programmes and internet connections
- Roamer
- outdoor learning environment

Equal Opportunities

As in line with our Equal Opportunities Policy all children access the *Geography* curriculum regardless of race, creed or gender.

All the children have equal opportunities to experience all aspects of geography, although not all pupils will undertake the same tasks. Activities and tasks will be differentiated according to experience, ability, understanding etc.

Children are encouraged to participate to their full potential and praised for their achievements however great or small.

Children with special needs have access to the same geography curriculum with adaptations made when and if necessary ie to equipment, resources, related tasks etc in order to set achievable targets and promote success.

Reporting

Parents receive an annual report on their child for National Curriculum subjects and RE.

The annual report consists of a short commentary on the childrens progress, highlighting strengths and any weaknesses.

The evidence base for the report will be the written records and teacher comments.

SCHEME OF WORK - FOUNDATION/RECEPTION

	LEARNING OBJECTIVES	POSSIBLE ACTIVITIES
<u>FOUNDATION STAGE</u>	<p>To observe, find out about and identify features in the place they live and the natural world</p> <p>To find out about their environment, and talk about those features they like and dislike.</p>	<ul style="list-style-type: none"> ▪ Match photographs to places and work out a route round school ▪ While walking round school talk about how the flower beds look or the litter makes it look untidy.
AUTUMN TERM	<p>To experience and understand places and their environment</p> <p>To express their own views about their environment.</p> <p>To make maps and plans.</p>	<ul style="list-style-type: none"> ▪ walk around school becoming familiar with places ▪ model routes of journeys round school ▪ weather symbols/weather watch chart ▪ story maps - construction maps, small world play, picture maps ▪ discuss places visited during the holidays
SPRING TERM	<p>To identify geographical features in their own environment and in fictional places and stories and rhymes</p> <p>To identify and describe what places are like</p> <p>To recognise and compare with other places</p> <p>To make maps and plans</p>	<ul style="list-style-type: none"> ▪ to compare town and country ▪ use of local environment - express likes and dislikes ▪ imaginary place maps ▪ town - a street scene and country displays ▪ visits - construction maps and small world play
SUMMER TERM	<p>To explore a wider environment, observe physical features and to encourage an awareness of direction and position</p> <p>To make observations about where things are located</p> <p>To make maps and plans</p>	<ul style="list-style-type: none"> ▪ farm map picture, small world play and construction- Greenhill Farm and Cosford Grange farm ▪ farm display ▪ table map (position) ▪ find their way around school, following verbal instructions

SCHEME OF WORK - YEAR 1

	LEARNING OBJECTIVES	POSSIBLE ACTIVITIES
AUTUMN TERM	<p>Geographical enquiry</p> <ul style="list-style-type: none"> To ask geographical questions, to observe and record, to communicate in different ways To use geographical vocabulary, fieldwork skills, make maps and plans <p>Knowledge and understanding</p> <ul style="list-style-type: none"> Identify and describe places <p>To look at weather, making a one week study</p>	<ul style="list-style-type: none"> Use of local environment - make maps of journeys Visits - to discuss mapping language weather chart, using weather symbols
SPRING TERM	<p>To consider where they live and their address</p> <p>To give and follow simple directions</p> <p>To become aware of their own surroundings</p>	<ul style="list-style-type: none"> link with ICT print address compare where we live to a contrasting location give instructions to move around classroom or school Roamer road safety. Talk from Road Safety Officer looking after environment
SUMMER TERM	<p>To use area photographs</p> <p>To study school grounds and make a simple plan</p> <p>To make a plan or map of an imaginary place</p>	<ul style="list-style-type: none"> use aerial photographs visit to various local country parks - study grounds and make simple plan make a map make a map story journey

	Create a weather chart comparing seasonal weather	▪ compare weather
--	---	-------------------

SCHEME OF WORK - YEAR 2

	LEARNING OBJECTIVES	POSSIBLE ACTIVITIES
AUTUMN TERM	To study travel and journeys. Why and how we travel today (compared with 100 years ago)	<ul style="list-style-type: none"> ▪ Magic Grandad video - horse and cart (100 years ago) ▪ Woody video - seaside holidays (100 years ago) ▪ special journeys - holidays (home/abroad) and transport use ▪ Barnaby Bear - looking at different countries
SPRING TERM	<p>To study their home town of Newport and the surrounding area</p> <p>To develop mapping skills</p> <p>To compare and contrast Newport with another town in England or another part of the world</p>	<ul style="list-style-type: none"> ▪ Comparison of landscape, buildings, land uses & jobs, habitat (flora & fauna) between Newport and contrasting world locations ▪ walk around Newport - buildings, work places, leisure, shops. Newport brochure ▪ pastels of buildings ▪ photographs ▪ coordinates - real and imaginary, keys, signs, symbols ▪ ICT link - Local Studies and World Explorer, aerial photographs and vocabulary, use of internet ▪ world, Europe and British maps ▪ map of Newport - questions at 3 levels. To read and understand maps ▪ maps around school - following maps and plans, make a key - making their own maps ▪ using atlas' to locate countries in the British Isles ▪ compare leisure, building, landscape, job ▪ comparison of contrasting worldwide locations through stories - use of non-fiction books & the internet

SCHEME OF WORK YEAR 2 CONTINUED		
SUMMER TERM	<p>To study a variety of environments</p> <p>To consider ways of improving environment</p> <p>To make a detailed weather watch</p>	<ul style="list-style-type: none">▪ litter awareness▪ planting▪ wonderful Earth▪ pollution▪ recycling▪ minibeasts - habitats <ul style="list-style-type: none">▪ weather chart for a week▪ wind speed, wind direction, rainfall, temperature▪ compare climates