



# Farnborough Road Infant School Geography Policy

“Learning, Caring and Achieving Together”

## Our Vision

Our world is a wonderful, fascinating and exciting place that is worth protecting! At Farnborough Road Infant School, we strive for all children to develop a curiosity, passion and care for the people and places around our planet. During their time at Farnborough Road Infant School, pupils are given the opportunity to conduct structured fieldwork in our school building and grounds, our local village of Birkdale, our local town of Southport and our nearest city, Liverpool. We ensure that children are provided with regular opportunities to compare and contrast different localities, finding similarities and differences and talking about them using geographical vocabulary.

Children leave Farnborough Road Infant School with a secure understanding of key human and physical geography features, as well as a knowledge of the four countries and capital cities of the UK, the five oceans and seven continents - being able to identify these features and places on a range of physical and digital maps. Elements of our Eco-Schools programme are interwoven into the Geography curriculum to ensure children know how we can all make a positive contribution to the long-term health of our planet.

## Intent

The Farnborough Road Infant School Geography curriculum is designed to promote **curiosity, engagement and interest** in our local area and wider world. It empowers our children to become independent and resilient geographers. Our ambitious curriculum not only meets the EYFS Framework and Key Stage 1 National Curriculum requirements, but it also enables pupils to actively engage in memorable fieldwork activities that will develop their cultural capital and prepare them for Key Stage 2.

**Fieldwork** forms a vital part of our EYFS 'Understanding the World' and Key Stage 1 Geography curriculum. Before visiting Knowsley Safari Park (EYFS), Chester Zoo (Year 1), Birkdale/Hillside (Year 1), Southport (Year 1) and Liverpool (Year 2), children explore a range of maps, satellite images and photographs. During our fieldwork, pupils increase and develop their understanding of human and physical geography features. We take advantage of our coastal location to visit Southport beach, pier, marine lake and Victorian town centre, highlighting the importance of tourism to our local community. We also visit the city of Liverpool as part of our learning in Year 2.

It is our goal to instil a love of Geography and encourage our learners to value, care for and appreciate the wonderful forests, beaches and seafront that we are so lucky to have on our doorstep.

## Implementation

The Farnborough Road Infant School Geography curriculum has been carefully planned to ensure that learning takes place in a logical sequence with a clear progression of vocabulary, knowledge, skills and understanding. Starting in **EYFS**, children are encouraged to recognise locations that are pertinent to them such as their school and home. They discover simple maps and draw their own.

In **Year 1**, pupils conduct fieldwork in the local area of Birkdale/Hillside and the town centre of Southport, locating human and physical geography features, reading maps and using simple keys. Children look at weather patterns and how these patterns affect seasonal change in Southport, the Poles and the Equator.

In **Year 2**, children learn to name, identify and locate the world's seven continents and five oceans. They investigate their nearest city of Liverpool, which we visit in the Summer Term after having completed a unit of work about the city's human and physical geography features and how it has developed over time. This allows

children to then compare the weather, human and physical geography of Liverpool with the contrasting non-European locality of Accra in Ghana, Africa.

## **Organisation and Planning**

### **EYFS**

Geography themes and skills are introduced and taught in Caterpillars, Nursery and Reception, through a range of class themes. The geographical elements of the 'Understanding The World' Specific Area of Learning are developed and built upon through a range of direct teaching and continuous provision activities. Staff make use of the outdoor learning environment to enrich the pupils' learning experiences and deepen their understanding of our planet.

### **Key Stage One**

Key Stage One follow the subject content from the National Curriculum (2016) and has supplemented with our own 'FRIS' curriculum including knowledge of our own unique geographical locality.

The four main areas to be covered are:

- Location Knowledge
- Place Knowledge
- Human and Physical Geography
- Geographical Skills and Fieldwork.

The Farnborough Road Infant School curriculum is both challenging and practical, introducing pupils to fieldwork from an early age and discussing topics that they will study more fully at Key Stages 2 and 3 and at GCSE.

The Geography units are taught in specific Geography lessons and planning is overseen by the Subject Leader. The Curriculum overview gives the details of the main teaching objectives for each term and defines what we teach. Activities are planned in a sequence of learning, building on the children's prior learning. We also ensure that a range of incidental, cross-curricular geographical learning opportunities take place across the curriculum, pertinent to the topics studied (e.g. *What did London look like at the time of the Great Fire? Where is Lyme Regis, the place of Mary Anning's famous discoveries? etc.*)

Our aim is to develop children's interest, intrigue and questioning. We encourage children to ask, as well as answer questions and explain their thinking. At the start of each new topic we assess the children's prior knowledge and introduce key vocabulary which is revisited regularly. Children take part in fieldwork, individual and group enquiry, use of maps and ICT and question and answers quizzes.

Each unit is evaluated in year group meetings and any feedback passed to the Geography Leader to inform future planning and ordering of resources.

## **Progression of Skills**

Progression lies in the acquisition of new concepts and the deepening understanding of those already encountered. The Farnborough Road Infant School '*Geography Knowledge, Skills and Understanding*' document outlines progression in the following areas of learning:

- **Geographical Skills and Fieldwork**
  - Map Reading and Interpreting
  - Position and Orientation
  - Map Planning and Drawing
  - Fieldwork and Observation
  
- **Locational Knowledge**

- **Human and Physical Geography**
  - Weather and Climate
  - Human Geography
  - Physical Geography
- **Place Knowledge**

The rate of progression will vary from child to child and has to be considered when planning the teaching and learning situations.

**Vocabulary, Oracy & Knowledge Organisers**

At Farnborough Road Infant School, emphasis is placed on developing the vocabulary and oracy skills of our children. At least one Geography session per unit of learning is dedicated to an oracy-based activity - such as a debate, discussion or reasoning task.

Each Geography unit of learning will be accompanied by a knowledge organiser, which summarises the key learning outcomes, vocabulary and definitions prominent in that particular unit of work. The knowledge organiser serves as a reference tool for pupils and teachers, and will be reviewed by the Geography Lead prior to the commencement of each unit of learning.

At Farnborough Road Infant School, we believe that there should be no ceiling on the technical geographical vocabulary that our learners are exposed to. With this in mind, Geography ‘dartboards’ with three levels of challenge are prominent in all classrooms in Key Stage One. Teachers will refer to this language when teaching themes and topics.

Continents & Oceans Year 2

Key Vocabulary and Knowledge

- The Earth has 7 continents: Africa, Antarctica, Australia, Asia, Europe, North America, South America.
- The Earth has 5 oceans: Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean, Southern Ocean.
- The Earth has different climate zones. They can be hot, cold, wet, dry or temperate.

<u>continent</u>	A continent is a large land mass. There are seven continents.
<u>ocean</u>	An ocean is a large body of water that covers the surface of the Earth. There are five oceans.
<u>pole</u>	The North Pole and the South Pole are located at the very top and bottom of Earth. They have cold climates.
<u>population</u>	The number of people who live in a particular place.
<u>conservation</u>	Ways in which we can protect and look after all of the living things on Earth.
<u>climate</u>	A pattern of weather that happens over a long period of time.

## **Equal opportunities**

At Farnborough Road Infant School we respect difference, value diversity and embrace equality and fairness for all. Our school values and inclusive curriculum ensures that all pupils reach their full potential. Our Geography curriculum has been carefully planned to ensure our children are given the opportunity to experience a range of different cultures, races and traditions both in our local community and further afield. Our Equality and Diversity Lead also liaises with all subject leaders to ensure our school curriculum reflects the protected characteristics as outlined in the Equality Act 2010.

## **Children with SEND**

Children with additional needs are included in whole class lessons and teachers provide scaffolding and relevant support as necessary. A toolkit has been provided to all class teachers, highlighting appropriate ways in which children with specific SEND can access the Geography curriculum. Evidence for SEND pupils can be gathered in a range of different ways, including more oral based tasks.

## **Resources and Visits**

Farnborough Road Infant School is well resourced with a range of digital, tourist, aerial, satellite and Ordnance Survey maps and plans of the local area and beyond. We ensure that all topics covered involve the reading of a range of authentic maps and keys. Each class in the school has carefully selected maps and globes that aid and support learning in their particular year group.

We also take advantage of visits and trips in the local area and wider surroundings. Where applicable, trips and visits aim to incorporate elements of Geography in their planning. A non-exhaustive list of trips and visits:

- Creative and exploratory use of outdoor space in EYFS.
- Knowsley Safari Park (using maps to navigate and identify places in the Safari Park)
- Fieldwork walk around the school's locality (identifying Human and Physical Geography features)
- Fieldwork in the school building (identifying uses of different rooms and creating/using a map key)
- Southport Trip in Year 1 (visit to the Pier, Beach, Town Centre, Train Stations)
- Chester Zoo trip in Year 1 (using maps to navigate around the Zoo)
- Liverpool Trip in Year 2 (identifying Human and Physical Geography features)

## **Assessment, Reporting and Recording**

Children and their work are continually being assessed as their skills, knowledge and understanding develop. The assessment may take several forms: oral, pictorial, a written piece of work, map work, engagement in fieldwork, or teacher observation in a class or group activity.

Work will be marked in accordance with the school's marking policy, indicating the level of support that a child has received to complete their task. At the end of each Geography unit of work, pupils will complete a short summative quiz located in their Geography books. Teachers will use all available data available to them to make a 'best-fit' judgment and update their Geography assessment termly.

Parents are kept informed of children's progress in Geography through their annual Summer term report and have the opportunity to meet the teacher to discuss the report.

The Geography Leader has a clear role and overall responsibility for the progress of all children in Geography throughout the school. Attainment data is analysed and regular feedback is provided to inform on progress and future actions to the Senior Leadership Team.

## **Impact**

At Farnborough Road Infant School, we strive for every child to achieve their full potential in Geography. Combined with elements of our Eco-Schools programme, we want to develop a love of our world, be ready for their next stage in learning and inspire aspirations for their future (green!) career paths. We want our pupils to become cartographers, meteorologists, conservationists, town planners, geologists, teachers, lecturers, farmers, tree surgeons, researchers and ecologists!

**At Farnborough Road Infant School, we are all Geography Explorers!**

## **Review**

This policy will be reviewed regularly.

Updated November 2022

**Signed** \_\_\_\_\_ Date Headteacher

**Signed** \_\_\_\_\_ Date Chair of Governors