



# Newport Infant School

## Humanities - Geography Policy

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Policy Lead	Headteacher
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### Purpose of study

- To inspire a curiosity and fascination about the world and its people
- To gain knowledge about different places, people and natural and human environments
- To understand the links between human and physical processes
- To understand about the lives of others and the process of change and relationships between different groups
- To know their own identity and their local heritage
- To understand their own lives and locality and be able to compare them to the lives of people in other parts of the world

### Aims

- To be able to ask and answer questions and show an understanding of the key features of events
- To develop a knowledge and understanding of local heritage
- To develop knowledge about the locality, the United Kingdom and the wider world
- To know and understand key vocabulary relating to human and physical geography
- To use skills such as first hand observation and mapping to develop an awareness of the locality
- To be able to compare their own locality and society with that of others in different places

### Teaching, Learning and Assessment

Long term planning across Reception, Year 1 and Year 2 ensures that all key skills and content are covered and that there is a clear progression of geography skills.

Medium term planning for knowledge and understanding of the world encompasses the Geography objectives and content.

Geography is planned within the context of the termly topics as cross curricular learning. The planning allows for subject specific skills to be developed alongside reading, writing and mathematics. There are clear SMSC links throughout the programme of study for Geography that are embedded across the three terms of each curriculum year through meaningful contexts for learning.

All teaching and learning is inclusive and promotes equality and inclusion for all pupils. Appropriate adaptations to the curriculum offer are made for pupils with additional needs, medical conditions and those who require support with English as a second language.

The curriculum is aspirational for all pupils with high expectations and excellent behaviours for learning.

Teaching and learning is centred around the locality and local heritage work in Reception and in Year 1 and Year 2 this is further embedded as well as widening study to include the rest of the world.

In Geography pupils will be taught about:

Locational knowledge:

- Name and locate the world's 7 continents and 5 oceans.
- Name, locate and identify characteristics of the 4 countries and capital cities of the UK and its surrounding seas.

Place knowledge:

- Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country.

Human and Physical Geography

- Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
- Use basic geographical vocabulary to refer to key physical features including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- Use basic geographical vocabulary to refer to key human features including city, town, village, factory, farm, house, office, port, harbour and shop.

Geographical skills and fieldwork

- Use world maps, atlases and globes to identify the UK and its countries as well as other countries, continents and oceans studied.
- Use simple compass directions and locational and directional language to describe the location of features and routes on a map.
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features, devise a simple map and use and construct basic symbols in a key.
- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Geography is taught using first hand experiences; visits, visitors to school, artefacts, stories and outdoor learning on school site. It is taught within a meaningful context which develops pupils' knowledge and understanding of their world.

Links to local heritage will be embedded in the Geography offer across school. This will focus around opportunities for the pupils to go out into the local community and to play an active role in everyday life as well as developing a sense of belonging and a passion to protect and take care of their environment. This work prepares them for life as an adult within our community and as a citizen in Modern Britain.

Knowledge Organisers will be used to support the sequencing of teaching and learning in Geography. These will identify relevant prior knowledge, key vocabulary and key skills and knowledge for the unit being taught. Each knowledge organiser will have a relevant assessment to be used by the class teacher to ensure that children have learned the key content of the unit.

Geography will be assessed using teacher judgements based on work in pupil workbooks pupils' responses in class and activities in lessons along with assessment tasks related to the knowledge organisers.

<u>Long Term Plan - Geography (SMSC links in red)</u>			
Reception	<p>How I get to school - strip map of school and key places on route. Link to computing - Beebot use</p> <p>Walk to Library - review key places.</p> <p>Review simple strip map</p> <p>Where in the world - India link to RE - Diwali. Use of poems and books. World map</p>	<p>World map - China link to Chinese New Year - PHSE</p> <p>Places in other countries, passing through</p> <p>Night Dragon journey - review World map, China and India location</p> <p>Africa - Handa's Surprise- World Map review countries already known. Rhymes and poems used and identification of different fruit.</p> <p>Savannah/Jungle comparison</p>	<p>Pirate maps - make own treasure map - introduction of Bird's eye view. Review key features</p> <p>Newport treasure map review bird's eye view and key places on the High Street</p> <p>Oceans - World map - seven seas introduction. Link to PHSE- saving the oceans/plastic waste</p> <p>Farm study - map work</p>
Year 1	<p>Seaside and Newport - comparison. UK map to identify Scarborough and Newport locations - key features identified using photos and maps.</p> <p>Review key features of Newport High Street</p> <p>Review World map - where have children been on holiday - Spain, France, review of seas</p> <p>Seasonal change - Autumn - link to Science focus on weather patterns and symbols. Signs in nature identified in the school environment</p>	<p>Seasonal changes - Winter using local environment</p> <p>Newport maps - review bird's eye view, use of own symbols and a key</p> <p>Seasonal changes - Spring</p>	<p>Fieldwork - use of local environment. Creation of maps using own symbols and a key.</p> <p>Seasonal change - summer using the local environment</p>
Year 2	<p>Map of British Isles with capital cities - review Newport location</p> <p>Map of the world with continents and oceans - review seas, India, China, key holiday locations</p>	<p>Review where the artists lived and painted in relation to the world map</p> <p>Review countries of UK and capital cities</p> <p>Find Newport and Ironbridge on a map</p>	<p>Environment - Good Earth and bad Earth - link to Loggers and the rainforest</p> <p>Link to PSHE - recycling and reusing</p>

	<p>Identify key human and physical features of Newport-</p> <p>Review use of buildings in the town</p> <p>Review comparison to other British towns</p> <p>Review weather and seasons in Britain - compare to climate in other areas</p> <p>Know and understand the vocabulary of equator and poles and compare climates with that in Newport.</p> <p>Link key climate features to places on the globe</p> <p>Research landscapes near the equator and the poles</p> <p>Use of comparison skills and vocabulary linked to physical and human features - review link to seasons in UK</p> <p>Study food from around the world - link to Handa's Surprise fruits</p> <p>Read and make maps using OS symbols, use aerial photos and Google Earth, use 8 compass points</p>		<p>Fieldwork - link to science and minibeasts - collecting data, identifying habitats link to pole to pole</p>
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