

# Motcombe



## **Geography Policy**

At Motcombe School we believe that good thinking Skills are key to ensuring Economic Well-being for our children's future. Children's ability to enquire and pursue independent learning is vital if we are to secure the best outcomes for every child. The skills of geographical enquiry alongside a knowledge and understanding of different cultures, people and places provide children with a strong sense of self-identity, self-esteem and an empathy and understanding for people throughout the world, celebrating difference and diversity.

Children must be given daily experiences and opportunities that will foster their independent learning and thinking skills. The school environment must reflect the level of importance that is placed on geographical enquiry within the school community and must provide for reinforcement, challenge and stimulation.

Policy reviewed annually in Term 6

## **School Mission Statement**

*'Flying High Together'*

### **Our School Vision**

*"To build a learning community that cares for and values everyone, where promoting confidence through creativity, challenge and high expectations leads to enjoyment and success for all!"*

### **Our School Values**

1. Motcombe School is a community where children feel safe. It is a place where children can learn, play, work and grow together and where individuality for all is nurtured and valued; diversity is celebrated and all members feel able to meet their full potential, through the joy of life-long learning.
2. Children at Motcombe School have the right to the highest quality of teaching, which embraces all learning needs and is committed to raising academic standards and emotional growth.
3. We acknowledge that we live in an ever-changing world and are committed to preparing and empowering children to communicate well and fulfil their responsibilities as British and global citizens, whilst developing the ability to use all available technologies, in a safe and secure environment.
4. We promote respect for self and others, fostering qualities of initiative, creativity, growing independence and self-confidence, co-operation and self-motivation through the delivery of a relevant and challenging curriculum that acknowledges the need for health in both mind and body.
5. We are committed to supporting staff in their personal and professional development.

### **Ethos**

Our school ethos is our shared vision and common sense of purpose. As an Infant School we recognise that it is a privilege to work with children at the start of their school career and as infant practitioners we have a strong understanding of the need to balance social and emotional maturity with academic ambition and plan learning that supports the development of both. This ethos aims to guide the day to day life and development of the school and strongly influence the 'feel' of the school.

### **Equal Opportunities**

At Motcombe we believe that all children, regardless of first language, disability, race, gender, cultural or socio-economic background, should receive equal access to the full school curriculum.

### **Disability Statement**

Motcombe is proud to be an inclusive school. We are able to offer access to the full curriculum for children who have a physical disability. We have easy access into the main part of both buildings and have facilities that include toilets for the disabled.

## Geographical enquiry and skills

At Motcombe School we recognise the importance of effective independent enquiry skills. We ensure that planned learning encourages the autonomous use of enquiry and investigative skills that deliver the Early Learning Goals and National Curriculum Objectives.



Principles	Values	Strategies
At Motcombe we:		
provide opportunities for children to investigate geographical issues using wide-ranging resources.	acknowledge that children need access to a variety of resources	<p>plan learning that encourages children to explore resources such as:</p> <ul style="list-style-type: none"> <li>• Secondary accounts of places and processes– both visual/auditory</li> <li>• Primary written documents</li> <li>• Physical objects</li> <li>• Maps and plans</li> </ul>
explicitly teach the skills of enquiry and interpretation of information	acknowledge that children make better independent learners if they are confident in the skills of investigating and interpreting	<p>use the following in Foundation Stage:</p> <ul style="list-style-type: none"> <li>• Model good speaking and listening</li> <li>• Model questioning and introduce question words; why, when, what how?</li> <li>• Use speaking partners to encourage listening and evaluating others ideas and opinions</li> <li>• Planning small group and independent problem solving tasks</li> </ul> <p>use the following in Key Stage 1:</p> <ul style="list-style-type: none"> <li>• Continue all the strategies introduced at foundation stage, plus;</li> <li>• Provide opportunities to develop thinking, problem-solving and communication skills through planned opportunities based on strands of the Geography curriculum.</li> <li>• Explicit teaching of a range of methods to record findings in geographical enquiry.</li> </ul>

## Geographical Knowledge

At Motcombe School we recognise that children start school with wide ranging experiences and images of the world, and we aim to build on this through the geography programme in order to meet their growing curiosity. Through Geography children develop knowledge and understanding that helps them to make sense of both their physical and human environments.



Principles	Values	Strategies
At Motcombe we:		
provide opportunities for children to investigate <i>place</i> in a local, national and international context	believe that children need opportunities to explore a rich and broad curriculum with access to different opinions and ideas from a variety of cultures and countries	<p>plan opportunities for:</p> <ul style="list-style-type: none"> <li>• researching a range of different localities</li> <li>• the use of a wide range of resources</li> <li>• children to make comparisons between parts of the world; identifying and describing where places are and investigating differences and similarities</li> <li>• children to express their own ideas and opinions about people, places and environments</li> <li>• children to carry out fieldwork and investigations outside the classroom</li> <li>• children to make comparisons between local communities and other communities in U.K.</li> <li>• children to study a community in a less economically developed part of the world</li> <li>• to recognise how places fit into a wider geographical context and are interdependent</li> </ul>
provide opportunities for children to investigate environmental change and sustainable development	believe that children need to learn about how we affect the environment, how we can care for the world we live in and why this is important	<p>plan opportunities for:</p> <ul style="list-style-type: none"> <li>• teaching children about the use of fair-trade goods and why this is important</li> <li>• teaching children about recycling and why this is important</li> <li>• children to offer their own suggestions and responses to how their environment and the wider world can be improved</li> </ul>
Provide opportunities for children to investigate patterns and processes	<p>believe that children need to learn about the events that can change a place or environment in order to give them a better understanding of the world around them</p> <p>believe that children need to make observations about their immediate locality and to ask questions about it</p>	<p>plan opportunities for:</p> <ul style="list-style-type: none"> <li>• children to compare environments over time</li> </ul> <p>plan opportunities for:</p> <ul style="list-style-type: none"> <li>• children to map their local environment</li> <li>• the planning of journeys</li> <li>• children to discuss and record their own questions and answers</li> <li>• children to recognize physical and human processes and how these can cause changes in places and environments</li> </ul>

## Year group Targets



At Motcombe School we acknowledge that effective learning stems from knowing where children are, where they need to go, how they are going to get there and how they know when they have 'arrived'.

These Targets are intended to ensure that the appropriate progression of skills is planned for during literacy activities. We recognise that children develop their skills at different rates and therefore the most appropriate targets will be selected for each Year Group, Class, Group and/or Individual.

Targets for the Foundation Stage:
<ul style="list-style-type: none"><li>• To investigate their immediate environment</li><li>• To develop and understanding of one other country</li><li>• To ask simple questions about another country</li><li>• To say what is different between another country and our own</li><li>• To understand how we can care for our school and home environment</li></ul>
Targets for Y1:
<ul style="list-style-type: none"><li>• To respond to simple geographical questions using the correct terminology</li><li>• To recognise, describe and identify simple features of their immediate environment.</li><li>• To make observations about some physical and human processes</li><li>• To recognise and make observations about physical and human features of a range of localities.</li><li>• To express their views on features of the environment of a locality</li><li>• To use resources that are given to them, to make their own observations, and to ask and respond to questions about places and environments</li></ul>
Targets for Y2:
<ul style="list-style-type: none"><li>• To have a developing geographical vocabulary</li><li>• To ask and respond to simple geographical questions and to express their own views, using basic geographical vocabulary based on their own knowledge</li><li>• To develop an awareness of some places in the wider world and to make simple comparisons between features of places.</li><li>• To recognise and describe 'where things are' in the contexts of the classroom, school grounds or local area, and being aware of some places in the wider world</li><li>• To describe physical and human features of places and recognise and make observations about those features that are unique.</li><li>• To understand how change may damage or improve environments and affect their own lives.</li><li>• They express views on the environment of a locality and recognise how people affect the environment</li><li>• To identify and describe ways people affect the environment</li></ul>

### **Success Criteria**

By following these guidelines we expect that there will be a consistent approach to the teaching of Geography, which will result in the raising of standard. We will measure our success by monitoring the success criteria listed below.

- Teachers and Support Assistants will feel confident in the delivery of high quality Geography provision.
- The levels of achievement across the school will be at least good
- Children will be confident in their own skills and capability
- Children will make significant progress in all aspects of Geography

These guidelines will be reviewed annually by the Geography Subject Leader and information will be reported to the SLT who will inform the full Governing Body as to the effectiveness of this Policy.