

Booker Avenue Infant School



'Working together, learning together'

Geography Policy

Introduction

The implementation of this policy is the responsibility of all teaching staff. The responsibility for monitoring and reviewing rests with the Geography co-ordinator.

Aims

At Booker Avenue Infant School, we believe the study of geography inspires children's curiosity and interest in the wider world around them.

We follow the Geography National Curriculum and encourage the children to develop their geographical skills and knowledge through the main strands;

- Locational and Place Knowledge
- Human and Physical Geography
- Geographical skills and Fieldwork

Teaching and Learning

Through their work in geography children learn about their local area. As pupils progress through Key Stage One, they develop their understanding of the human and physical features around them. They learn how to draw and interpret maps and use subject-specific vocabulary relating to human and physical geography, with accuracy and confidence.

The learning intention for each lesson is informed by the national curriculum 2014 with clear progression points for each unit of work. Teaching and learning in geography is supported by a wealth of resources which are engaging starting vocabulary rich discussions and question our children to further develop their understanding.

Providing Cultural Capital opportunities for our children are well thought out and planned throughout the three year groups. Units of work are embedded with key knowledge and targeted vocabulary, along with key skills, to support effective assessment and ensure progression across the school.

Organisation

Through structured lessons, class teachers are responsible for planning appropriate opportunities for children of all abilities to develop their skills and knowledge so that the children are increasingly challenged as they move through the school. This allows children to enhance their geographical knowledge and develop their geographical skills through focused learning. This model also promotes the children in being able to achieve a greater depth of understanding of each topic. Children explore geography through whole class teaching and mixed ability group work.

Our curriculum is planned to allow our children to regularly revisit past learning and build upon those strong foundations. In Year 2 are children engage in a case study and are prepared for KS2 Opening Worlds in their final half term.

Planning and Resources

Planning is supported by the Kapow Scheme of Work. Lessons follow a sequence of objectives that embed and revisit previous knowledge and introduce new themes and vocabulary. To support the delivery of lessons we use a wide range of resources that best fit the needs of the children and provide the best possible outcome for learning. Planning is reviewed on a half term basis, this means our curriculum is constantly evolving so as to achieve the highest possible outcomes. Ambitious vocabulary is a main aim when teaching geography and the planning reflects this through explicitly stating the delivery of key vocabulary.

Cross Curricular Links

In our school geography is not taught in isolation, where possible we make links across the curriculum to encourage children to use their geographical knowledge and skills in all subject areas. This is referenced within the medium term plans.

EYFS

Early Years explore geographical themes and content through the Understanding the World strand of the EYFS curriculum. The children recognise similarities and differences between cultural communities within this country. They move from their local area to exploring habitats around the world – rainforest, desert, oceans and Antarctica. This involves guiding the children to develop sense of their physical world, as well as their community through opportunities to explore, observe and find out about people, places, technology and the environment. They draw knowledge from observations, discussions, stories, non-fiction texts and maps. They are assessed at the end of the year against the EYFS learning goals. They draw on their own experiences and what has been read in class. To support planning in the Early Years, we use the Kapow scheme. This provides key knowledge for the progression and smooth transition of teaching and learning in Year One.

KS1

During KS1 pupils develop knowledge about the world, the United Kingdom and their locality. They understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught about:

Locational awareness:

- Name and locate the world's seven continents and five oceans [Year One: What is it like to live in Shanghai? Year Two: Would you prefer to live in a hot or cold place? Why is our world wonderful? What is it like to live by the coast?].
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas [Year One: What is the weather like in the UK? Year Two: Why is our world wonderful? What is it like to live by the coast?].

Place knowledge

- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country [Year One: What is it like to live in Shanghai? Year Two: Would you prefer to live in a hot or cold place?].

Human and physical geography

- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. [Year One: What is the weather like in the UK? Year Two: Would you prefer to live in a hot or cold place?].

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 [Year One: What is it like here? What is it like to live in Shanghai? Year Two: Would you prefer to live in a hot or cold place? Why is our world wonderful? What is it like to live by the coast?].
- Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop [Year One: What is it like here? What is it like to live in Shanghai? Year Two: Would you prefer to live in a hot or cold place? Why is our world wonderful? What is it like to live by the coast?].

Geographical skills and fieldwork

- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage [Year One: What is it like here? What is the weather like in the UK? What is it like to live in Shanghai? Year Two: Would you prefer to live in a hot or cold place? Why is our world wonderful? What is it like to live by the coast?].
- Use simple compass directions (north, south, east and west) and locational and directional language [for example; near and far, left and right], to describe the location of features and routes on a map [Year One: What is it like here? What is the weather like in the UK? What is it like to live in Shanghai? Year Two: Would you prefer to live in a hot or cold place? Why is our world wonderful? What is it like to live by the coast?].

- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map, use and construct basic symbols in a key [Year One: What is it like here? What is it like to live in Shanghai? Year Two: Would you prefer to live in a hot or cold place? Why is our world wonderful? What is it like to live by the coast?].
- 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 [Year One: What is it like here? What is the weather like in the UK? What is it like to live in Shanghai? Year Two: Would you prefer to live in a hot or cold place? Why is our world wonderful? What is it like to live by the coast?].

Assessment

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Key geographical knowledge is taught to enable and promote the development of children's geographical skills.

Assessment is supported by use of the following strategies:

- Ongoing formative assessment at the start of lessons as well as regularly throughout the week. This allows for teachers to address any misconceptions and identify any gaps in learning.
- Tapestry program is used to track progress made in each of the strands, every term. It is the role of the subject lead to monitor progress and make reasonable adjustments to the curriculum to ensure every child meets their full potential.
- Observing children at work, individually, in pairs, in a group and in class during whole class teaching.
- Using high level, open-ended questions that require children to explain and unpick their understanding.
- Providing effective feedback on pupils' work and opportunities for self-assessment, consolidation and target setting.
- Book moderation and monitoring, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners, with the acquisition of the pre-identified key knowledge of each topic being evidenced through the outcomes.
- Feedback to subject lead regarding children not meeting the standard. This provides opportunities to provide next steps in order that all children can reach their full potential.

Equal opportunities

At Booker Avenue Infants, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities

regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion and also to maintain a positive ethos where children demonstrate positive attitudes towards others. Support for specific individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be provided for and demonstrated by children who require further challenge.

Inclusion

All pupils are entitled to access the geography curriculum at a level appropriate to their needs. To ensure inclusion, teachers use a range of strategies in line with the school's inclusion policy. Independent tasks, as well as teaching, are also well-adapted to ensure full accessibility, as well as to provide appropriate challenge to different groups of learners. The school makes full use of additional adults who are deployed effectively to ensure that identified children are able to make progress in each curriculum area, according to their full potential. Opportunities for enrichment are also fully utilised, to ensure a fully inclusive and engaging geography curriculum and this is supported through a number of links with places of geographical interest in the immediate and wider locality and regular heritage projects which engage the children further through practical learning activities.

Role of the Subject Leader

The subject leader's responsibilities are:

- To ensure a high profile of the subject.
- Promote the importance of key geographical vocabulary.
- To ensure a full range of relevant and effective resources are available to enhance and support learning.
- To model the teaching of geography.
- To ensure progression of the key knowledge and skills identified within each unit and that these are integral to the programme of study and secure at the end of each age phase.
- To monitor books and provide feedback to SLT.
- To monitor planning and oversee the teaching of geography.
- To lead further improvement in and development of the subject as informed by effective subject overview.
- To ensure that the geography curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment.

Date of policy: July 2025 **Date of next review:** July 2026