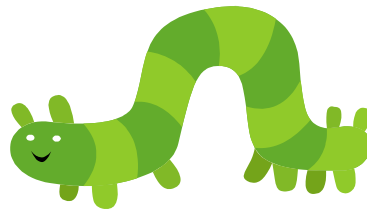




and



Abbots Farm Preschool

Geography Policy

January 2025

Review by January 2027

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Statement of Intent

Curiosity → Exploration → Understanding

At Abbots Farm Infant School we believe that a high-quality geography education should inspire a curiosity and fascination about the world that will remain with them for the rest of their lives.

Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. We want children to realise that geography is about them, growing up in their world. We want to build on children's interests and experiences but also find ways to challenge and excite them with content that might be beyond their immediate horizon.

Our children learn about oceans, continents, major countries and cities, and to make comparisons. They learn about human and physical features in different environments and how we can contribute to sustaining the world.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2013) 'Geography programmes of study: key stages 1 and 2'
- DfE (2025) 'Statutory framework for the early years foundation stage'

This policy operates in conjunction with the following school policies:

- Teaching and Learning Policy
- Assessment Policy
- Marking Policy

2. Roles and responsibilities

The **governing body** is responsible for:

- Ensuring a broad and balanced Geography curriculum is implemented in the school.
- Ensuring the school's Geography curriculum is accessible to all children.

The **headteacher** is responsible for:

- The overall implementation of this policy.
- Ensuring the school's Geography curriculum is implemented consistently.
- Ensuring appropriate resources are allocated to the Geography curriculum.
- Ensuring all children are appropriately supported.
- Appointing a member of staff to lead on the school's approach to teaching Geography.

The **subject leader** is responsible for:

- Preparing policy documents and supporting with curriculum plans and schemes of work for the subject.
- Reviewing changes to the national curriculum and advising on their implementation.
- Monitoring the learning and teaching of Geography, providing support for staff where necessary.
- Encouraging staff to provide effective learning opportunities for children.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out an annual audit of all Geography resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring common standards are met for recording and assessment.
- Advising on the contribution of Geography to other curriculum areas, including cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for development of Geography in subsequent years.

The **classroom teacher** is responsible for:

- Acting in accordance with Abbot's Farm Infant School Geography Policy.
- Liaising with the Geography subject leader about key topics, resources and supporting individual children.
- Ensuring that all of the relevant statutory content is covered within the school year.
- Monitoring the progress of pupils in their class and reporting this on an annual basis.

- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the senior leadership team (SLT).
- Undertaking any training that is necessary in order to effectively teach the subject.

3. The National Curriculum

The national curriculum will be followed for all Geography teaching.

During Reception, in accordance with the 'Statutory framework for the early years foundation stage', focus will be put on the seven early learning goals (ELGs), with the historic aspect of pupils' work relating to the objectives set out within the framework. The ELGs cover:

1. Communication and language: listening, attention and understanding; and speaking.
2. Personal, social and emotional development: self-regulation, managing self, and building relationships.
3. Physical development: gross motor skills and fine motor skills.
4. Literacy: comprehension, word reading, and writing.
5. Mathematics: number and numerical patterns.
6. Understanding the world: past and present; people, culture and communities; and the natural world.
7. Expressive arts and design: creating with materials; and being imaginative and expressive.

In EYFS, children begin to develop their geographical knowledge by exploring features of our school and Preschool. Maps and atlases are used to investigate different places as we begin to compare and contrast different environments. Children have rich opportunities to make use of school grounds to enhance and apply their skills as geographers. Throughout the year, children observe and discuss the weather and seasonal changes. Children also learn about the different jobs which people do in our community.

During Years 1 and 2, pupils will be taught about:

Locational knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

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

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

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
- 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 United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- 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
- 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.

As children move into KS1, they build on these strong foundations, developing their locational awareness, geographical skills and knowledge of physical and human geography. As well as learning about local geography, children enjoy having the opportunity to learn about different countries and places around the world. They also learn about how they can be responsible for the environment.

We use a cross curricular approach to learning. This helps to immerse the children within their topics, allowing them to use their new knowledge within many different subjects.

4. Cross-curricular links

Wherever possible, the Geography curriculum will provide opportunities to establish links with other curriculum areas.

English

- Children are encouraged to use their speaking and listening skills to discuss different geographical topics.
- Children's' writing skills are developed through recording information.
- Considering the settings for novels or poetry or their authors.
- Talk for Learning is used to encourage speaking and communication about geographical subjects.

Maths

- Children learn to use numbers when identifying the climate and weather patterns of different locations.
- Children also learn to interpret information presented in graphical or diagrammatic form.

Computing

- Children will use ICT to locate and research information.
- Computing will be used to record information.
- Children are encouraged to use a variety of electrical devices, gaining confidence throughout their school experience.

PSHE

- Children learn how society is made up of people from different countries and start to develop tolerance and respect for others.

Science

- Children link animal habitats to different countries and continents.
- Children will identify differences in weather patterns in different countries based on their location/distance from the equator.

History

- Children will explore how places have changed over time.
- Children compare maps from the past and describing how places have changed.

Music

- Children develop an awareness of music from different countries and cultures.

RE

- Children develop an understanding of the geographical contexts of different religions.

Art

- Children explore different art styles from artists from different areas of the UK, countries and cultures.
- Children will explore different geographical features as inspiration for their artwork.
- Children will develop an understanding of where an artist comes from and what inspires them.

British Values

- Children discover how to be active citizens in a democratic society by learning about countries of the UK.
- Children learn about the democratic system of the United Kingdom.

5. Teaching and assessment

Lesson planning

All relevant staff are briefed on the school's lesson planning procedures as part of staff training. Planning is carried out as a year group team.

Throughout the school, Geography is taught as a discrete inputs, continuous provision and as part of cross-curricular teaching when appropriate. The statutory national curriculum content from the DfE's 'Geography programmes of study: key stages 1', as outlined above, as the starting point for their planning.

Planning focuses on the objectives and geographical skills to be taught and well as those which they can learn through discovery in continuous provision. Planning will begin by looking at prior knowledge, which will then be built on over the course of the term. Classrooms have an enquiry area which is used to promote geographical understanding and to practise and embed skills.

Long-term planning will be used to outline the programmes of study to be taught within each year group. Medium-term planning will be used to outline the vocabulary and skills that will be taught in each unit of work, identifying learning intentions and suggested learning activities. Short-term planning will be used flexibly to reflect the intention of the lesson, the success criteria, differentiation, assessment opportunities and the aim of the next lesson, building on medium-term planning and taking into account children's' needs.

Teaching

The Geography curriculum provides the focus of many of the 'topics'. Learning is mapped to the National Curriculum to ensure comprehensive coverage of national expectations. Subject-specific content, which has been mapped in partnership between the subject leader and class teachers, ensures there is clear progression, consolidation and extension of skills and knowledge. In addition, this ensures that the curriculum is coherent and appropriately sequenced in programmes of study. We build in opportunities for children to return to areas of learning, which allows them to gain a deeper understanding of the skills and processes within subjects. Lessons and continuous provision will allow for a wide range of geographical enquiry, including the following:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.

- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Opportunities for outdoor learning will be provided where possible.

Assessment

Children will be assessed and their progression recorded in line with the school's Assessment Policy. Assessment in Geography will be based upon geographical knowledge and understanding.

Children will be assessed continually throughout the year at the end of each term data is inputted into Sonartracker. This will enable teachers to identify children's' understanding of topics and inform their future lesson planning. All assessments will be passed to relevant members of staff, such as the child's next class teacher.

Assessment will take various forms, including the following:

- Discussions with children about their learning (pupil voice).
- Coaching with teacher focusing on children's work and photo evidence and images of the children's practical learning (particularly in EYFS).
- Coaching with teachers focusing on planning to ensure that all classes have a consistent coverage of the curriculum.
- Coaching with teachers in lessons to continuously improve our teaching of the Geography curriculum.
- All coaching provides opportunities for professional dialogue between teachers and Geography lead which is reflective.
- Progress is measured through teacher assessments at the end of each term. Children are assessed as emerging, expected, or exceeding against the planned objectives. This allows for data analysis to identify any gaps of knowledge or skills. This can then be identified for teacher's future planning.
- Parents will be provided with a written report about their child's progress during the Summer term every year. Verbal reports will be provided at parent-teacher meetings during the Autumn and Spring terms.

6. Equipment and resources

The Geography lead is responsible for ensuring that all resources and equipment are sufficiently maintained, and for maintaining an inventory of resources. The Geography lead will carry out an annual audit of the Geography resources. The Geography lead is responsible for negotiating requests from staff and ensuring resources are bought within the amount allocated in the annual budget.

7. Health and safety

Staff will act in accordance with the school's Health and Safety Policy at all times.

If needed a risk assessment will be carried out by teachers before Geography-related activities, e.g. trips or visits, which are higher risk.

Accidents and near-misses will be reported following the school's reporting procedures.

8. Equal opportunities

All children will be given equal access to the entire Geography curriculum.

Where required, children with SEND will be provided with additional support in order to fully engage with the Geography curriculum. Opportunities for collaborative work will be planned for to enhance access for all pupils where possible.

Where it is inappropriate for a child to participate in a specific lesson because of reasons related to any protected characteristics, the lesson will be adapted to meet the child's needs and alternative arrangements involving extra support will be provided where necessary.

The school aims to provide more academically able children with the opportunity to extend their geographical thinking through extension activities in continuous provision such as problem solving, investigative work and geographical research.

9. Monitoring and review

This policy will be reviewed every **two years** by the **Geography lead**, in collaboration with the **headteacher** unless there have been significant changes. The next scheduled review for this policy is **January 27**.

Any changes made to this policy will be communicated to Geography teachers and other relevant staff.