

# **FOREFIELD COMMUNITY INFANT AND NURSERY SCHOOL**



## **Geography Curriculum Policy**



**APPROVED BY GOVERNORS: January 2023  
POLICY TO BE REVIEWED: January 2026**

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### **1. Introduction**

At Forefield Community Infant and Nursery School our Geography curriculum is designed to develop children's curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

### **2. Intent**

We are committed to providing children with opportunities to investigate and make enquiries about their local area of Crosby and Liverpool. This will enable them to develop a real sense of who they are, their heritage and what makes our local area unique and special not just through experiences in the classroom, but also with the use of fieldwork and educational visits.

Children will investigate a range of places in order to develop their knowledge and understanding of the Earth's physical and human processes.

We also want children to develop geographical skills: collecting and analysing data, using maps, globes and aerial photographs in order to name and identify countries, continents and oceans along with communicating information in a variety of ways.

***'Learning and growing together through geography'***

### **3. Implementation**

To ensure high standards of teaching and learning in geography, we implement a curriculum that is progressive throughout the whole school. Geography is taught as part of a termly topic, focusing on knowledge and skills stated in the National Curriculum and the EYFS.

### **EYFS**

Geography is taught in Nursery and Reception as an integral part of the topic work covered during the year. We relate the geographical aspects of the children's work to the objectives set out in the Early Years curriculum. Geography makes a significant contribution to the ELG objectives of developing a child's understanding of People and Communities and the Natural World. Children find out about different places and habitats as well as beginning to investigate our locality.

### **Key Stage 1**

Geography is taught in blocks throughout the year, so that children can achieve depth in their learning. Teachers have identified the key knowledge and skills of each blocked topic and consideration has been given to ensure progression across topics throughout each year group across the school. At the beginning of each topic, children are able to convey what they know already as well as what they would like to find out. This informs the programme of study and also ensures that lessons are relevant and take account of children's different starting points. At the end of each topic a 'Knowledge Quiz' takes place to assess what children know.

We use a variety of teaching and learning styles in our geography lessons. We believe in whole class teaching methods and combine these with enquiry-based research activities. We encourage children to handle artefacts and to ask as well as answer geographical questions. We offer them the opportunity to use a variety of data, such as maps, graphs, pictures, globes and aerial photographs.

The local area is fully utilised across each year group from Nursery to Year Two in order to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice.

## **4. Impact**

The impact of our high quality geography curriculum will be to develop children who:

- can talk confidently about their immediate locality and its key features
- identify features of human and physical geography
- understand that we live in one small part of the world we have been given, a world which is very diverse in terms of both people and places.
- can name and locate the continents of the world
- know about the United Kingdom and each of its capitals
- have a greater understanding of their place in the world and their rights and responsibilities to other people and the environment.
- can use and interpret a wide range of sources of geographical information, including a compass, maps, diagrams, globes and aerial photographs

### **EYFS End Points**

By the end of Reception children will know about similarities and differences in relation to places, objects, materials and living things. They will be able to talk about the features of their own immediate environment and how environments might vary from one another. Through educational visits they will be able to make observations of animals and plants and explain why some things occur and talk about changes.

## Key Stage One End Points

By the end of Key Stage one children will have built on their prior knowledge and will know about the location of the world's continents, countries, cities, seas and oceans. They will be able to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom. Children will have developed the skill of interpreting a range of sources of geographical information including maps, diagrams, globes and aerial photographs. Through regular fieldwork of the local area, children will have developed an understanding of how the human and physical features of a place can change over time.

### **5. Assessment**

Our bespoke curriculum assessment system, allows teachers to assess progress and attainment of children against both knowledge and skill-based learning objectives. These objectives are taken from our progression model and bespoke curriculum. Lessons and topics are planned to ensure children can achieve these outcomes which will broaden their knowledge and skills in all aspects of Geography. Teachers will informally assess during lessons and give oral feedback sharing ways in which children can improve. Observations ensure accurate assessment of children's attainment against learning objectives within lessons. Teachers will use **SeeSaw** to record and evidence children's progress over a sequence of lessons as well as building a portfolio of children's work for moderation of assessment and monitoring of the curriculum. A Geography data capture will occur three times per academic year to support subject monitoring and ensure all children are making progress towards the end points of their year group/phase.

### **6. Reasonable Adjustments**

In all classes there are children of differing abilities. At Forefield Infant and Nursery School we recognise this fact and provide suitable learning opportunities for all children. Teachers make reasonable adjustments through adaptive teaching, including; flexible grouping, level of support, equipment available (including technology), questioning and scaffolding. Class teachers can seek advice from the Geography Subject Lead and/or SENCO to ensure reasonable adjustments are made for all children.

### **8. SMSC**

Opportunities to promote children's spiritual, moral, social and cultural development is threaded throughout our geography curriculum.

- By finding out about people in other parts of the world and the way they live, then finding similarities and differences between us. By developing an interest in our local area and their place in our community.
- By making links with other countries through schools linking and cultural theme days.
- By learning about different environments and how animals, plants and people survive in these parts of the world.
- By exploring the local area through seasonal walks and developing an awareness of their own local environment
- By considering how people treat the environment and how it has changed. Through fieldwork to Rimrose Valley (Year 1) children will begin to pose questions such as, 'How are we changing our

surroundings – are some things for the better and others for the worse?’ Who should look after our environment?

## **9. Role of Subject Leader**

The role of the subject leader

- Ensure high quality geography lessons are taught across EYFS and Key Stage 1 through our agreed broad and rich geography curriculum.
- Provide subject specific guidance/CPD to colleagues.
- Monitor the geography curriculum delivered to children across the school highlighting strengths and areas for further development through half termly Subject Learning Reviews.
- Monitor the progress and attainment of children in school in geography.
- Manage resources including maintaining/replenishing maps, atlases, compasses to support delivery of a high quality curriculum.
- Stay up to date with changes, new initiatives and research that would enhance and support the development of Geography at Forefield Infant and Nursery School.

## **10. Equality Statement**

The Geography curriculum adheres to our school Equality Policy. It is the responsibility of all staff to ensure that all children are treated equally, regardless of their background, gender, race or ability. We are an inclusive school and teach geography to all children respecting individual needs. The geography curriculum takes into account issues of difference including: gender, race and ethnicity.