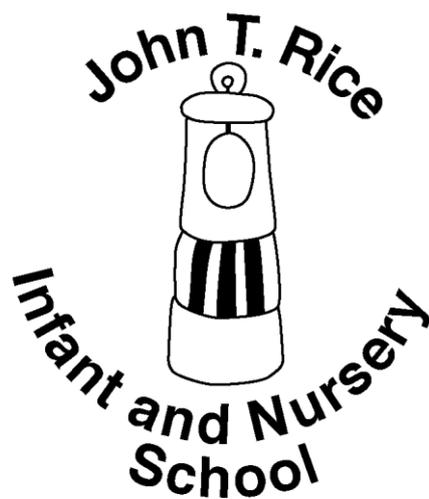


John T. Rice Infant and Nursery School

Geography Policy



Geography Policy

Introduction

This policy is a statement of the aims, principles and the teaching and learning of Geography at John T. Rice Infant School. We aim to develop geographical knowledge, skills and understanding relating to the environment of the children and the people who live there. Geography should also develop an awareness of the wider world. We also aim to provide hands-on experience wherever possible and to use drama/role-play to aid understanding.

At John T. Rice Infant School, we have high expectations of children's work and celebrate children's achievements, fostering self-esteem and confidence.

INTENT

Aims

The national curriculum for geography aims to ensure that all pupils:

- 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.

Objectives

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should 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 to:

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.

IMPLEMENTATION

Teaching & Learning

Our Curriculum

Our curriculum has been designed to be engaging, broad and rich. It is a curriculum that evolves, based on the needs of our children and changes in the world around us. It takes

into account the local context of the school, experiences and backgrounds of our children and provides them with the relevant and memorable learning experiences to enable them to become well rounded, successful citizens. Our school vision, values and ethos are interwoven within this vibrant curriculum.

Planning

Our long-term planning is based on a two-year planning cycle (Cycle A and Cycle B) with a different theme each term and a planned in visit or visitor.

The Key Stage One team meet half termly to complete the medium-term planning. To ensure that the themes provide adequate coverage and progression through Years 1 & 2, the subject leader has written a progression document containing details of the vocabulary and breadth of study to be taught. This then provides the basis for the medium-term planning. This document also gives details of each lesson objective, vocabulary and necessary knowledge. One teacher will plan this to ensure consistency through the classes.

When planning the individual lessons, we use subject specific slides which include: -

- A prior learning “low stakes quiz” based on the previous theme.
- A “Geography” slide to explain what Geography is.
- A “Being a Geographer” slide to explain the disciplines needed.
- A learning objective slide that is “child friendly”
- A prior knowledge slide containing high level questions to check understanding.
- A “Necessary Knowledge” slide containing the knowledge the children need to know.
- A vocab slide including dual coding

Geography lessons contain fun, hands-on learning that is built upon over a sequence of lessons. We believe that children learn best by “doing” and this is when they remember more.

IMPACT

Monitoring & Assessment

Children are informally assessed during lessons, through questioning and performance which will be used formatively to inform future planning. Summative assessments are used at the end of each term using Arbor, to show progression throughout Key Stage One.

Work is evidenced in floor books and through class learning walls. The Geography subject leader (with either the SLT or teaching staff) will monitor the quality and consistency of this work.

Planning will be looked at to monitor coverage and progression of Geography across the key stage.

Oracy

Oracy activities are encouraged within Geography whenever possible. These should be linked to the learning objectives for Spoken Language taken from the National Curriculum for English.

Equal Opportunities

At John T. Rice Infant School, we are aware of the need for equality of access for all children. Our staff believe strongly in creating equal opportunities for all children and work to this aim. We introduce and build upon the children's awareness of equal opportunities including the development of respect and understanding of multi-cultural, gender and S.E.N. issues.

John. T. Rice Infants is committed to ensuring equality of opportunity in line with the Equality Act 2010. We aim to reduce disadvantages, discrimination and inequalities of opportunity, and promote diversity in terms of our pupils, our workforce and the community in which we work.

We will assist our pupils in achieving to their very best potential. Where pupils experience barriers to their success, we will work with them to address these in a sensitive and sympathetic way. We will teach our pupils the importance of equality and what forms discrimination can take and the impact discrimination can have.

We will not discriminate on any of the grounds listed below (known as the Protected Characteristics) save where such discrimination is permitted by law. The Protected Characteristics that apply to schools are:

- Age (in relation to staff only);
- Disability;
- Gender re-assignment;
- Marriage and civil partnership (in relation to staff only);
- Pregnancy and Maternity;
- Race;
- Religion Faith or Belief;
- Sex; and
- Sexual orientation.

E-Safety

Whilst using a wide range of technologies to teach Geography, we need to ensure children are safeguarded. E-Safety encompasses Internet technologies and electronic communications such as mobile phones as well as collaboration tools and personal publishing. It highlights the need to educate pupils about the benefits and risks of using technology and provides safeguards and awareness for users to enable them to control their online experience.

E-Safety depends on effective practice at a number of levels:

- Responsible ICT use by all staff and pupils; encouraged by education.
- Sound implementation of e-safety policy in both administration and curriculum, including secure school network design and use.

This policy was agreed by staff and the Governing Body. This policy was reviewed in February 2026 and will be reviewed again in February 2029.