



Rawmarsh Ryecroft Infant School

Geography Policy

Last Updated: September 2025

Due for Review: September 2027

This policy reflects the school's values and philosophy in relation to the teaching and learning of Geography. It sets out the framework within which teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment.

The policy should be read in conjunction with the National Curriculum, which sets out in detail what pupils in different key stages will be taught. This document is intended for all teaching and non-teaching staff with classroom responsibilities, Governors, parents, OFSTED, LA Advisors and interested others.

Intent

Curriculum Definition

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Geography equips pupils with a powerful set of tools to understand and change the world. 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.

Geography is taught through a skills based theme driven curriculum using guidance as set out in National Curriculum programme of study and involves support from ICT when appropriate, with teachers sharing clear learning objectives with the children.

Teachers share clear and precise objectives with the children and regularly recap previous learning through our sticky knowledge checks. Sticky knowledge checks look at the objectives being taught, how these might link with previous learning, new vocabulary being covered and any background knowledge they may need to access the lessons teaching.

Teachers use a range of teaching styles incorporating:-

- direct teaching
- group/paired work
- individual work
- independent tasks
- research opportunities

Aims for the Teaching of Geography

At Rawmarsh Ryecroft Infant School Geography teaching offers opportunities to:

- To raise standards in geography by using the National Curriculum as a tool for teaching and learning.
- To teach the children to work geographically.
- To teach the children geographic disciplinary knowledge
- To teach geographic substantive knowledge.
- To develop our children's curiosity
- To expand pupils' geographic vocabulary
- To provide learning opportunities that enthuse, engage, and motivate children to learn and foster a sense of curiosity and wonder at the world around them.
- To develop skills which enable children to use and apply their geographical understanding and skills across all the different strands of the geography curriculum through first hand experiences.
- To stimulate children's interest in their surroundings and develop a knowledge and understanding of the physical and human processes which shape places.
- To make sense of their own surroundings through learning about their own locality and the interaction between people and the environment.

Implementation

Teaching and Learning

The curriculum for Geography is as set out in the National Curriculum and the EYFS Development Matters (2020) with the focus of by the end of Key Stage 1 pupils should be able to develop their 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.

The Foundation Stage

In the Foundation Stage children have opportunities to find out and learn about the world in which they live in.

Children should be able to:

- Talk about what they see, using a wide vocabulary.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
- Draw information from a simple map
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Recognise some environments that are different from the one in which they live.

- Begin to understand the need to respect and care for the natural environment and all living things

The Key Stage 1 curriculum aims to build on these early experience.

Curriculum Planning

All learning is planned using objectives from the National Curriculum and the Early years foundation stage (EYFS) statutory framework with lesson building upon the prior learning from the previous year.

In depth planning medium term plans is found within the geography curriculum progression map and schemes of work lead by the subject lead. This is then utilised by class teachers ensuring sequential learning over the half term.

Sticky knowledge checks, vocabulary and resources are carefully planned for each lesson and learning scaffolded to meet the needs of individual learners including those with SEND.

Inclusion

Ryecroft Infant School is an inclusive school and ensures policy and procedure are in place to promote this. Inclusive learning and teaching recognises all student's entitlement to a learning experience that respects diversity, enables participation, removes barriers and anticipates and considers a variety of learning needs and preferences.

Resources

Photocopiable materials for Geography are located in the school library and artefacts are stored in the library. The use of Google Maps and Google Earth is also used in lessons where appropriate.

Impact

Monitoring and Assessment/ Moderation

The Geography subject leader ensures that learning opportunities are planned which are closely linked to the curriculum's learning outcomes. The Geography Subject Leader will monitor and evaluate the teaching and learning of geography through looking closely at pupil's work, carrying out deep dives and lesson observations and ensuring teachers are monitoring pupils' achievements. Assessment grids are completed after each learning theme which then enables the Geography subject leader to adapt and make any changes to support children's needs and support their development.

At Rawmarsh Ryecroft Infant school the assessment of Geography consists of: -

- Progress of pupils is tracked throughout the Foundation Stage using the Development Matters 2021 Document and EYFS Stage Profile at the end of the year.
- EYFS Profile
- Teachers ongoing formative assessments
- Assessment grids which are completed after each theme
- Pupils work
- Key stage 1 curriculum books
- Photographic evidence during lessons
- Class discussions
- Sticky knowledge checks
- Ongoing marking and feedback by teachers and teaching assistants is provided for children in theme lessons to immediately challenge misconceptions and provide opportunity for children to improve upon their learning evidence.

The Geography subject lead will use the assessment grids to support children further and plan appropriate geographical learning.

Health and Safety

At all times due care and consideration is given to health and safety as outlined in our Health and Safety policy.

Care should be exercised when children are using scissors and tools during a lesson.

Any potential dangers should be discussed with the children. When using food, all hygiene rules should be clearly observed and all adult helpers must be conversant with the standards expected. Children must not be left unattended near the cooker or be allowed to use the oven.

EYFS

The Geography curriculum for the Foundation Stage is as set out in the EYFS document. This includes 'Understanding the world - People, Culture, Communities and The Natural World'. Geographical understanding is developed through stories, songs, games, circle time and imaginative play alongside focused teaching. Children taking part in discussions on the carpet and may access a focus group throughout their time in FS2.

E- Safeguarding

Technology is an important and essential part of the learning experience. We are committed to ensuring that our children leave with the skills and knowledge that will help them to thrive in our digital age. Children use a range of technology, and it is vital that we teach children how to use this valuable resource safely. All staff have regular and up to date training, they can recognise and are aware of online safety issues. Children are aware of how to report issues or concerns to staff. Staff check all materials and resources before use and adhere to all safeguarding policy when using online content to support teaching and learning.

Links to other Policies

This policy is closely linked to our history policy which explains the skills and knowledge we expect children at each stage. It also informs staff of the related vocabulary that children should be able to use and understand. We look for these skills to be embedded before children move on to ensure there are no gaps in their learning.

