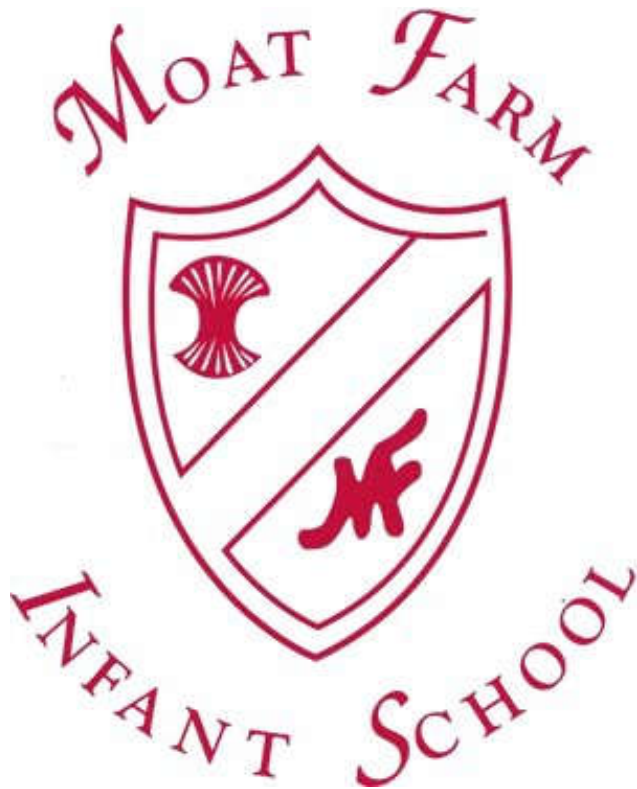


Geography Policy

Moat Farm Infant School



Last reviewed on:

March 2025

Next review due by:

March 2027

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1. Purpose of the policy

This policy reflects the aims and values of Moat Farm Infant School. It ensures all stakeholders, including staff, governors, parents and pupils, are working towards the same goals.

The purpose of this policy is to:

- › Set out a framework for all teaching and non-teaching staff, giving guidance on planning, teaching and assessment
- › Demonstrate adherence to the National Curriculum objectives and guidelines (if appropriate)
- › Provide clear information to parents and carers about what their children will be taught
- › Allow the governing board to monitor the curriculum
- › Provide Ofsted inspectors with evidence of curriculum planning and implementation

Add if applicable: This policy will be available on our school website <http://www.moatfarm-inf.sandwell.sch.uk/>

2. Subject vision

Here at Moat Farm Infant School, we believe that a high-quality geography education will inspire pupils to become curious and explorative thinkers with a diverse knowledge of the world; in other words, to think like a geographer. We want pupils to develop the confidence to question and observe places, measure and record necessary data in various ways, and analyse and present their findings. Geography inspires children to think about their own place in the world, their values, and their rights and responsibilities to other people and the environment. We want to provoke questions about the natural and human worlds, developing children's cultural awareness and knowledge about diverse places, people, resources, and environments.

3. Aims and outcomes

By the end of EYFS pupils will demonstrate the following;

- A curiosity for the world around them
- A richness of first-hand observations
- Explore, observe, make decisions and talk about people, other living things and objects in their natural environments
- Know about their own cultures and beliefs and those of other people in their environment, and talk about those features that they like and dislike

By the end of Key Stage 1 pupils will demonstrate the following:

- a good understanding of the world, UK and their locality
- the use of subject specific vocabulary relating to human and physical geography
- an understanding of the vastness of the world and develop a sense of wonder by looking at a country on the other side of the world and how the people are different to the people in Birmingham
- a secure knowledge of the continents of the world and the areas with hot and cold climates and the importance of maps to locate these areas
- begin to understand the diversity of people around the world and how beliefs and ways of living have affected human geography in different countries and climates

4. Teaching and learning

Geography is taught in single classes by class teachers. Lesson plans are based around the subject's long-term plan and resources available, with objectives adapted to suit the stage of development for the pupils in each class. The teaching of history might involve:

- › Whole-class teaching
- › Small group discussions
- › Reading from textbooks
- › Fieldwork
- › Individual projects/research
- › Role play
- › Educational visits

5. Curriculum overview

Here at Moat Farm Infant School, pupils will follow a geography curriculum that gradually develops learning, the outcome being the acquisition of knowledge and skills that enable each pupil to enquire, research and analyse. Pupils will have a coherent understanding of their locality, the United Kingdom and the world around them and the differences between places in the world. Children will know more, remember more and understand more.

5.1 Early Years Foundation Stage (EYFS)

In EYFS,

- › children are introduced to different countries.
- › children being to explore the difference between hot and cold climates.
- › children explore maps

5.2 Key Stage (KS) 1

- In KS1, pupils will:
- learn about the countries that make up the United Kingdom
- learn the worlds continents and oceans
- compare hot and cold countries
- discuss the climate of the United Kingdom
- learn key vocabulary for human and physical features

The topics we teach in geography are outlined in the programmes of study/curriculum map for geography (see section 5.4).

5.4 Programmes of study

At Moat Farm Infant School, Key Stage 1 use the scheme Kapow. In Key stage 1, geography is taught once a week for a half term, termly. In EYFS, topics are taught through the understanding the world each term.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery					Country of the week	Beach day
Reception			What information can we see on a map?	Explore the difference between home and away	Geography- Bear's UK Travels Geography- City or countryside? Kapow	
Year 1	History	Geography - What is it like here?	History	Geography – What is the weather like in the UK?	History	Geography - What is it like to live in Shanghai?
Year 2	History	Geography – Would you prefer to live in a hot or cold place?	History	Geography – Why is our world wonderful?	History	Geography - What is it like to live by the coast?

6. Cross-curricular links

Geography shares links with the following subjects:

- › English: development of literacy skills through reading and writing
- › RE: deeper understanding of different religions and their influence
- › ICT: use of the internet for research
- › Spiritual, moral, social and cultural (SMSC): encourages empathy towards other cultures and religions, and reflection on environmental issues

7. Assessment and recording

7.1 Assessment

Moat Farm Infant School uses assessment to enable staff to understand what pupils have learnt before, what they need to learn now and what they will learn next. Moat Farm Infant school assesses against skills in line with kapow which sets out the essential coverage, learning objectives and standards which are required for all subjects as stated in the National Curriculum.

Formative assessment

Formative geography assessment is ongoing and will be used to inform teachers in relation to their planning, lesson activities and differentiation.

Summative assessment

Summative assessment is completed termly, based on the geographical skills.

At the end of each school term pupils will be assessed within 1 of the following bands:

- Emerging (E)
- Developing (D)
- Secure (S)
- Greater depth (GD)

Marking

Children receive regular feedback and marking follows the school's marking policy.

7.2 Recording

In EYFS, geography is documented in class floor books. This captures photos, pupil voice, examples of work and details about the lesson. Incidentals from child initiated is documented in the pupil's learning journey.

In KS1, geography is documented in class floor books. This also captures photos, pupil voice, examples of work and details about the lesson. Individual work goes in pupil's geography books. This book starts with them in Year 1 and goes up with them to year 2 so pupils and staff can reflect on prior learning. Children also have a history books for their individual written work.

8. Resources

8.1 Textbooks and other equipment

- › Pupils have access to chrome books to research topics
- › Pupils have access to books to research.
- › Photographs
- › Atlases
- › Videos

8.2 External speakers, local museums, trips

- › As part of their what is it like to live by the coast topic. Year 2 go to the beach.

- › External speakers are invited in where appropriate and when available.

9. Roles and responsibilities

9.1 Headteacher

The headteacher at our school will:

- › Support the subject leader but also hold them to account for the effectiveness of the subject
- › Support staff through the provision of training and resources
- › Monitor the planning and delivery of the subject
- › Ensure the requirements of the National Curriculum are met
- › Ensure this policy is reviewed according to the timescales set out

9.2 Subject leader

The subject leaders at our school will:

- › Prepare and review subject policy and curriculum plans
- › Promote the study of the subject throughout the school
- › Monitor the teaching and assessment of the subject
- › Attend appropriate CPD
- › Stay informed regarding developments in the study and teaching of the subject
- › Evaluate resources
- › Provide training and CPD to staff on the subject curriculum and its delivery, and keep them informed about subject developments nationally
- › Assess the impact of the subject curriculum on pupils' learning and development
- › Make presentations to governors on the subject and how it is being taught

9.3 Link governor

The link governor responsible for geography at our school will:

- › Monitor the impact of the subject across the school and on pupils
- › Monitor teacher workload and professional development
- › Ensure subject action plans are suitable
- › Monitor the quality of resources
- › Keep track of pupil and parent engagement with the subject
- › Keep up to date with the curriculum (what's taught, why it's taught, and how it's taught)

9.4 Classroom teacher

Classroom teachers at our school will:

- › Teach and assess the subject according to the principles laid out in this policy
- › Report to the subject leader
- › Maintain subject knowledge and appropriate CPD

9.5 Parents

The parent community at our school will:

- › Make sure their children are prepared for learning
- › Monitor the completion of homework

10. Inclusion

Teachers set high expectations for all pupils in Moat Farm Infant School. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- › More able pupils
- › Pupils with low prior attainment
- › Pupils from disadvantaged backgrounds
- › Pupils with special educational needs (SEN)
- › Pupils with English as an additional language (EAL)

Teachers will plan lessons so pupils with SEN and/or disabilities can study geography wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in geography.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

11. Links to other policies

This subject policy links to the following policies and procedures:

- › Curriculum policy
- › Assessment policy
- › Marking policy
- › SEN policy

12. Monitoring and review

This policy will be reviewed by staff and governors every two years.