

BLACK HORSE HILL INFANT SCHOOL



Geography Policy

13th October 2025

Approved by Committee _____

26th November 2025

Approved by Full Governing Body _____

C Brierley

Signed _____ (Chair)

J Morris

Signed _____ (Headteacher)

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1. Vision, Aims and Values

LEARNING FOR LIFE



School Vision

Together, our schools will:

Nurture and empower our children to become creative, compassionate and confident citizens, in a diverse and ever-changing world.

School Aims

Our school community will:

- Have high expectations for all
- Inspire a passion for learning
- Provide an enjoyable, ambitious, coherent curriculum
- Develop positive relationships through collaboration
- Create a safe and happy environment

School Values

All our children, staff and parents will share the same core principles of:

- Respect
- Honesty
- Kindness
- Excellence
- Resilience
- Friendship
- Courtesy

2. Legal framework

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

- DfE (2014) National Curriculum for England: Geography programme of study
- DfE (2020) Statutory framework for the Early Years Foundation Stage

3. Intent for Geography

‘The study of geography is about more than just memorising places on a map; it’s about understanding the complexity of our world.’

Barrack Obama

In schools the teaching of geography gives pupils an understanding of the world around them, its environments, places near and far, and the processes that create and affect them.

Tessa Willy and Simon Catling

Curriculum

At Black Horse Hill Infant School, we firmly believe that children should be inspired to develop a curiosity about the world and its inhabitants.

As geographers, our children will understand their place in the world through a widening geographical perspective. In the early years we look at our school environment and the immediate locality, then in Key Stage One we broaden that view to the wider region, the United Kingdom, and then a global context. Where possible, our children’s learning will be enhanced through fieldwork and first-hand experiences. Moreover, crucial to their geographical awareness, our children are exposed to a range of sources including maps, atlases, globes and photographs as they begin to compare and contrast different environments and cultures. They develop their use and understanding of geographical vocabulary so that they can confidently and articulately describe the world around them. In our school, we are part of a multi-school education project, Wirral Coast 2 Country, that aims to give our children a greater appreciation of their local environment. This vital concept has been developed in our curriculum, encouraging our children to look after their environment and appreciate their role tackling this. We encourage our children to take an active role, seeing themselves as a driving force for change. We encourage our children to express their opinions, get involved and take responsibility for the world they live in. Our children learn about sustainability and about both plastic pollution and plastic reduction. As a school community, we undertake beach litter picks on West Kirby beach and encourage local businesses to display posters produced by our children that help promote an awareness of the harmful effects of plastic pollution on our environment. We inspire our children to think about their own place in the world, their values, their own rights and responsibilities to those of other people and the environment.

4. Implementation for Geography

EYFS:

Learning and experiences for early years' children will be based on the seven areas of learning and development as outlined in the DfE's Statutory Framework for the Early Years Foundation Stage. For geographical learning, predominantly the area of learning 'Understanding the world', we set out clear, identifiable geographical knowledge and understanding in the strands of 'People, culture and communities' and 'The Natural World.' Our early years' children are guided to make sense of their physical world and community through a range of personal experience. However, in other areas of learning there are opportunities for our children to draw on geographical content such as using their fine-motor skills when drawing plans and sketching maps. Our early years' children develop their knowledge and understanding of the world working simultaneously and symbiotically across the other six areas of learning. Importantly, our early years' children begin to acquire geographical vocabulary that they build on through the rest of their schooling.

Geography learning is planned to provide the children with the personal experiences, knowledge, vocabulary, and skills to make sense of their physical world and community needed to be successful in the future learning.

EYFS – Understanding the world. People, Culture and Communities.

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

EYFS – Understanding the world. The Natural World.

- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

KS1:

The National Curriculum is followed and provides a full breakdown of the statutory content to be taught within each unit. Year 1 will adopt good practice from EYFS child-centred pedagogy and incorporate year long Geography provision in their classroom. Y1 children can access this area during continuous and enhanced provision.

Subject content Key stage 1

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 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

- Use basic geographical vocabulary to refer to:
 - Key physical features, including: beach, cliff, 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 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.

Teaching and Learning

The **geography subject leader** will be responsible for overseeing the planning, resourcing and monitoring of the school's geography programme. Year 1 will provide year long enhanced and continuous Geography provision in their classroom.

The subject matter covered in geography reflects the requirements of the national curriculum.

Special focus will be paid to the teaching of the skills inherent in the entire geography curriculum taught at the school. These skills include:

- Naming and locating significant places in their locality, the UK and the wider world.
- Describe places and features using simple geographical vocabulary.
- Make observations about the features that give places their character.
- Ask and answer simple geographical questions when investigating different places and environments.
- Describe similarities, differences and patterns, e.g. comparing their locality to a contrasting non- European country.
- Develop simple fieldwork and observational skills when studying the geography of our school and local environment.
- Use simple compass directions and locational and directional language.
- Draw maps of real or imaginary places and use and construct basic symbols in a key.
- Follow a route on a map and use a plan view.
- Identify locations on an infant atlas.
- Locate and identify land, seas and oceans on maps, atlases and globes.

The geography programme will be delivered by all teachers in a range of teaching and learning situations, with respect to the needs of individual pupils. Opportunities for outdoor learning will be provided wherever possible.

At Black Horse Hill Infant School, we have designed our own Geography units and considered the interest of our children, plus the context of our school and local area as a foundation for planning. Teachers adapt this to meet the needs of the children.

Geography has links with other subjects:

English:

Teachers and support staff will have high expectations regarding spoken language, expecting children to use Standard English and demonstrate their knowledge of the skills needed to be an effective speaker and listener. There will be many opportunities for children to practise their reading knowledge. For example, each geography project has accompanying texts for the children to read in the wider curriculum, alongside reading materials produced for lessons. When writing, children will be expected to use the appropriate punctuation for their development. During recording activities, the same handwriting expectations for letter and number formation that are present in English and Maths will also be present in geography lessons. An example of this is writing a persuasive and explanatory poster relating to the reduction and awareness of plastic pollution.

Mathematics:

The teaching of geography contributes to children's mathematical understanding of space and scale, and they learn how to use cardinal compass points and directions. They also analyse and interpret simple data collected during fieldwork.

Science:

Science is closely linked to geography and our children discover and explore the world around them, which in turn helps them better understand the world. The Working Scientifically strand in science is closely linked with enquiry learning and fieldwork. Through projects such as 'Wriggle and Crawl' and 'The Scented Garden' appropriate geographical learning and enquiry occurs as part of science learning.

History:

There are many close links between geography and history such as understanding how a place has changed and looking at its past. Our children have opportunities to ask about a place's past such as looking at erosion in the 'Let's Explore' Y2 project or in the 'Our Childhood Days' Y1 project.

Computing:

Where appropriate, children will use technology safely and purposefully to retrieve digital content. There will be opportunities presented to recognise common uses of information technology beyond school. Our children use technology to enhance their skills in data handling and analysis, such as populating a simple table to record mini-beasts found during fieldwork in 'Wriggle and Crawl' project.

PSHE/Jigsaw:

Children will work collaboratively, often sharing ideas or working in pairs or small groups.

Moral, Spiritual and Cultural:

Geography helps our children collaboratively such as during fieldwork. Our children develop respect for each other and their environment. They discover similarities and differences between themselves and other people from other places. Cultural development comes from hearing stories and learning about contrasting places to the United Kingdom. They begin to learn about other diverse cultures around the world. Geography aids the spiritual development of children through a sense of wonder with the physical and human world. They begin to understand that life is linked together, and humans and the natural world have to work in harmony to protect it. They are beginning to understand the world as a global community. Our children learn about their social responsibility to make their lives greener.

Planning:

Through staff training, all teachers know the expectations for planning in geography. Geography is taught discretely from Curriculum Maestro projects. Geography is identified at the beginning along with the project name and linked to the national curriculum programme of study.

Long-term planning will be used to outline the units taught within each year group:

F1		
Autumn	Spring	Summer
- Notice differences between people.	<ul style="list-style-type: none"> -Explore and respond to different natural phenomena in their setting and on trips. -Talk about what they see, using a wide vocabulary. -We will learn about how Greta Thunberg is challenging world leaders to take action about climate change. -Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	
F2		
Autumn	Spring	Summer
-Explore the natural world around us.	<ul style="list-style-type: none"> - Look at similarities and differences between life in this country and a cold place. -Look at animals that live in very cold places and their special features. - Talk about cold climates and how the weather differs to where we live. -Use some simple geographical terms - North Pole, South Pole, World, globe, Arctic, mountain, Antarctic, iceberg, glacier, ocean, sea, land, climate. Look at an atlas, a globe and a map. 	<ul style="list-style-type: none"> - Make a map of a journey -Look at google earth and talk about where we are and where we have travelled. -Talk about how we travel to school -Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate, maps. -Talk about the global community from which we belong. -Compare our life to other children's lives around the world - Learn that The Gambia is a country in West Africa. -Learn about games from other countries (Ampe from Ghana; Jianzi from China).
Y1		
Autumn	Spring	Summer
<ul style="list-style-type: none"> *use simple observational skills to study the geography of their school in relation to rest of world *use simple fieldwork skills to study the geography of the school grounds 	<ul style="list-style-type: none"> *Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. *Use world maps, atlases and globes 	<ul style="list-style-type: none"> * Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to

<p>*understand and use the vocabulary of the key human and physical features in the school grounds.</p>	<p>to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>*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.</p> <p>*Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>*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.</p> <p>*Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>*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.</p> <p>*Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.</p> <p>*Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non- European country.</p>	<p>describe the location of features and routes on a map.</p>
Y2		
Autumn	Spring	Summer
<p>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</p>	<p>Locational Knowledge</p> <p>-Name and locate the worlds' seven continents and five oceans</p> <p>- Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding areas</p>	<p>Human and Physical Geography</p> <p>- Identify key physical and human geographical features around the UK's coastline.</p> <p>-Describe physical features are naturally formed by rain, wind and</p>

	<p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> -read a map and draw a simple map using symbols and a key. Take a community walk around local area identify where particular plants and flowers are growing. Use a symbols and key on a simple map. - Use world maps, atlases and globes to identify UK and its countries as well as the countries, continents and oceans -use simple compass directions (North, South, East and West) and directional language to describe locations on a map - use simple fieldwork and observational skills to study key human and physical features of our school's surrounding environment e.g collect data and analyse data to answer questions about vehicles passing by school; route taken on community work and physical and humans features observed <p>Place Knowledge</p> <ul style="list-style-type: none"> - Understand geographical similarities and differences through studying the physical geography of plants and flowers that grown in our locality to that of the Brazilian Rainforest. -Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and that of a small contrasting non-European country, Somalia. <p>Human and physical geography</p> <ul style="list-style-type: none"> -Identify the locational of hot, cold and temperate areas of the world in relation to the Equator and the North and South Poles - Use basic geographical vocabulary to refer to key physical and human features of the four UK countries 	<p>the sea and that these can change physical features over time.</p> <ul style="list-style-type: none"> - Describe human features are those that have been made by humans and identify many humans features on the coastline. - Understand erosion is a natural process where materials, such as rock, sand and soil are moved from one to another or worn away. - Identify sea defences such as sea wall and lines of large rocks to stop erosion. - Learn about the dangers of the coast and how the Royal National Lifeboat Institution is a charity that saves at sea. Visit RNLI Hoylake. -Use simple geographical vocabulary referring to physical and human features of the old and new town of the coastal town, Whitby. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> -Use maps of the UK to locate significant places, e.g. royal residences - Use maps, globes and atlases to identify the seas and ocean surrounding the UK. -Use a map to find a route from one place to another and identify physical and human features marked by symbols. -Use simple compass directions and locational and directional language to describe the locations of features and routes on a map. - Use simple fieldwork and observational skills to study the geography of the coastline near school. identify key human and physical features of the surrounding environment of school, West Kirby.
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Medium-term planning will be used to outline the learning intentions, vocabulary and knowledge that will be taught in each unit of work, as well as highlighting the opportunities for assessment.

Knowledge organisers for geographical content are used where geography is the driver subject. A published knowledge organiser gets sent home at the start of each new topic and a bespoke one is completed in school and is always on the working wall. Photographs of completed knowledge organisers are then stuck inside geography books.

5. Impact

Monitoring and review: The geography subject leader will undertake a monitoring of the curriculum at least once a term.

This policy will be reviewed on an annual basis to ensure that it complies with the latest legislation, guidance and best practice.

The next scheduled review date of this policy is October 2026.

Assessment:

Assessment in geography will be undertaken as part of a broader evaluation of children's progress measured against specified assessment criteria.

The geography subject leader will ensure that assessment:

- Is embedded as an essential part of teaching and learning.
- Involves sharing learning objectives and success criteria with pupils.
- Aims to help pupils to know and recognise the standards they are aiming for.
- Involves pupils in peer and self-assessment.
- Provides subject-specific feedback which leads pupils to recognising their next steps and how to take them where appropriate.
- Involves both teacher and pupils reviewing and reflecting on assessment data.
- In the yearly written report given to parents, (sent in July) parents will be informed of their child's attainment grade.

6. Equal Opportunities/Promoting Diversity in Geography

All children will have equal access to the geography provision at Black Horse Hill Infant School.

Lessons should reflect diversity and inclusivity, with people from different countries, race, gender, background, religion and where appropriate abilities (able and disabled people).

7. Roles and responsibilities

The geography subject leader will be responsible for:

- Developing, resourcing and reviewing this policy.
- Planning, instigating and monitoring teaching programmes.
- Liaising with colleagues, including the SENCO, to differentiate teaching programmes in accordance with the needs of individual pupils.
- Working with other staff to teach the subject content.
- Keeping staff informed of visits and courses.
- Facilitating the assessment of pupils' work.
- Keeping up-to-date with current affairs and best practice regarding geography.
- Providing guidance, including INSET training to geography staff, as part of their ongoing professional development.

- Undertaking the performance reviews of geography staff and updating the headteacher.
- Celebrating and promoting the geography curriculum and the work of pupils throughout the school.

Staff teaching geography will be responsible for:

- Contributing to the development of this policy and teaching programmes, with the geography subject leader.
- Developing schemes of work and lesson plans in line with this policy and the objectives of the geography curriculum.
- Facilitating the teaching of the geography curriculum, including coordinating activities and resources within their specific areas.
- Assessing and recording pupils' progress and keeping the geography subject leader apprised of this.
- Providing feedback to parents on pupils' progress at parents' evenings and other meetings.
- Attending and contributing to any INSET days organised by the geography subject leader
- Keeping apprised on current affairs and best practice on their geography curriculum and applying this to their schemes of work.

Mrs Elizabeth Astbury
Geography Subject leader
October 2025