Carrington Infant School
(Carrington Schools Federation)

Geography Policy

September 2026

MISSION STATEMENT:

Rooted in community, we place children at the centre, combining strong relationships, excellent teaching and ambitious standards, guided by respect, kindness and honesty, ensuring all belong and succeed.

VISION:

Working in partnership to develop happy, resilient children with the knowledge, skills and self-belief to excel.

Date Policy last reviewed: October 2026
Signed by:
Head Teacher: Kate Cliffe **Date:**
Chair of Governors: Nadia Zachary **Date:**

Geography

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Geography

1. Purpose of the Policy

We believe that policies should reflect the ethos and beliefs held by the whole school community, therefore a wide range of representatives were actively involved in the compilation of this policy. The people involved in this process are:

- SLT
- Teaching staff
- Governors

2. Subject Vision

Children at Carrington Infant school will learn Geographical skills, starting in the EYFS, where they become familiar with their immediate surroundings, gaining the vocabulary needed to become inquisitive geographers.
Year 1 sees them acquiring the knowledge and skills to compare human and physical features of their local area, followed by exploring the place names of London and the UK. This is taught within the classroom and further explored within Continuous provision. Year 2 sees them dive deep into the wider world; the seas and continents, exploring rainforests and their feature, and comparing our climate to the countries within the Arctic circle.
By the time our children leave Carrington Infant school, they understand that they have an important part to play in our changing World.

Aims and outcomes

•To provide a range of geographical experiences, both in and out of the classroom, which encourage children to build interest and enjoyment, knowledge, understanding and confidence, as well as allowing them to achieve to the maximum of their potential in the subject.

•To foster a sense of wonder and curiosity about the World in which they live and develop a sense of place.

•To develop their geographical vocabulary and a range of skills and apply them in an increasing range of situations to carry out geographical enquiry and to interpret geographical information.

•To communicate geographical information in a variety of ways.

•To become familiar with their own surroundings and extend their interest, knowledge and understanding of contrasting localities in Britain, Europe and the wider World.

•To develop knowledge and understanding of the human and physical processes and patterns which shape places and extend this to an appreciation of interconnections within and between different places.

•To adopt an enquiring approach to the World around them, developing in their ability to formulate appropriate questions, research, handle data and draw conclusions.

•To appreciate similarity and difference in the World around them, having empathy for the lives of others and respect for others' beliefs, attitudes and values.

•To enhance their sense of responsibility for the care of the Earth and its people.

•To develop a simple understanding of environmental sustainability and how they can be actively involved in living as sustainably as possible.

3. Teaching and Learning

Through their work in geography, children learn about their local area and compare their life in this area with that in other regions in the United Kingdom and in the rest of the world. As pupils progress, they deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. They learn how to draw and interpret maps and use subject-specific vocabulary relating to human and physical geography, with accuracy and confidence.

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The learning intention for each lesson is informed by the national curriculum 2014 and children are guided towards this within each lesson through the use of success criteria. Teaching and learning in geography is supported by a wealth of resources. Geography is planned for and progressive throughout the school and programmes of work are embedded with key knowledge, which itself has been mapped, along with key skills, to support effective assessment and ensure progression across the school.

4. Curriculum Overview

Implementation

Geography is taught as part of a half-termly topic, with all objectives planned carefully to ensure progression of skills and knowledge across the school. The children's learning is enriched through themed days, trips and visits to the local area.

We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. Existing knowledge is checked at the start of each new topic. This ensure that teaching is informed by the children's starting points and takes account of pupil voice. Lesson content and tasks are designed to provide appropriate challenge to all learners, in line with our commitment to inclusion. Year 1 teach an input within the classroom and then children further explore the learning within Continuous provision.

Key Stage 1

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

- 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.
- 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 human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geography

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 Geography – key stages 1
- 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.

Early Years

Early Years explore geographical themes and content through the Understanding of the World strand of the EYFS curriculum. This involves guiding the children to develop sense of their physical world, as well as their community, through opportunities to explore, observe and find out about people, places, technology and the environment.
They will explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps.
They will explore the natural world around them, making observations and drawing maps of their familiar surroundings. They are assessed according to the Development Matters statements.

5. Cross Curricular Links

The contribution of geography to teaching in other curriculum areas;

English
Geography makes a significant contribution to the teaching of English in our school because it actively promotes the skills of reading, writing, speaking and listening. We ensure that some of the texts that we use in English are geographical in nature. Reports and recording information will all develop children's writing ability. We also use environmental issues as a way of developing the children's writing ability by asking them to record information and reports in year 2.

Mathematics
Geography in our school contributes to the teaching of mathematics; we teach the children how to represent objects with maps and understand and use compass points.

Computing (ICT)
We make provision for the children to use the computer in geography lessons where appropriate. They research information through the Internet. We also offer children the opportunity to use the interactive globe and google maps.

Personal, social and health education (PSHE)

Geography contributes significantly to the teaching of belonging and community. This theme is embedded within our Carrington Bear Curriculum and linked to Geography when we go on local awe walks around our local area.
Geography in our school promotes our values through respect and tolerance of others and their differences.

6. Assessment and Learning- Impact

In KS1 we use PITA (point in time assessment) for a sample group of children who are tracked on Target Tracker using our skills/knowledge tracker. Any children working below age expected standards are noted and discussed at pupil progress meetings. This information will then be used to

inform future planning as well as to sustain continuity between classes and progression of pupils learning.

Assessment is an integral part of teaching and learning in school. Children's progress will be monitored through ongoing observation throughout every lesson and any necessary adjustments made according to children's learning. Children review their successes in achieving the lesson objectives at the end of every session and are actively encouraged to identify their own target areas, with these being identified, shared and verified by teachers.

Assessment will be undertaken using the following methods:

• observation of pupils

• talking with pupils (Pupil voice)

• live marking

• self-assessment

• peer assessment

• the evaluation of discussion

8. Resources

We use a range of resources in all years in Geography. The introduction of maps is made in Early Years and continued through to year 2, where progression is evident. Compass points are introduced to children in year 2, where they explore journeys from London to Tropical Jungles using compass directions. Children are shown what maps look like using a variety of resources, including atlases, real maps and Google maps. They also explore the world using Google Earth. They will explore and make their own aerial view pictures.

Planning takes place collaboratively, with parallel-class teachers. It is saved electronically for ease of access and is informed by the knowledge and skills progression maps, as well as the topic overview.

We have;

- Large globes in each class.
- Small globes for children to share 1 between 2.
- Maps are printed out for the relevant location.
- Large maps on walls
- Atlases

9. Roles and Responsibilities

Geography Lead will:

- Ensure the geography curriculum meets the aims and objectives of the school.
- Supports, guides and motivates teachers and other adults in Geography
- Ensure colleagues are aware of current initiatives.
- Evaluate and monitor the effectiveness of teaching and learning within the school.
- Monitor progress
- Review current practice in school, evaluating strengths and areas for development
- Review and revise policy
- Audit resources and order resources when needed

- Keep regular contact with Governors
- Write action plan and governor reports
- Attend relevant training and advise others about relevant training

10. Inclusion

All pupils are entitled to access the geography curriculum, through appropriate adaptation and challenge to meet their needs. The school makes full use of additional adults who are deployed effectively to ensure all children reach their full potential.

Opportunities for enrichment are also fully utilised, to ensure a fully inclusive and engaging geography curriculum. This is supported through a number of links with places of geographical interest in the immediate and wider locality which engage the children further through contextual and practical learning activities.

At Carrington Infant school, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion and also to maintain a positive ethos where children demonstrate positive attitudes towards others.

11. Links to other policies

Assessment Policy
SEND Policy
EDI Policy

12. Monitoring and Review

Mrs Vincent
Review October 2026