

St Anne Line Catholic Infant School

part of the wider Christus Trust, Multi Academy Trust

Geography Policy



Love Learn Pray

Mission Statement

With Jesus, We Love, We Learn, We Pray.
Together, we grow Our School each day.

Our Vision and Ethos

At St Anne Line, we aim to instil a lifelong love of learning, with Christ at the centre of all we do. Guided by our motto 'En Magna Constantia' — In Great Constancy, we build strong foundations for a lifelong journey of discovery. Our Geography curriculum nurtures resilience, curiosity, and independence, helping children to develop confidence and an understanding of the world as God's creation.

We celebrate diversity, respect our environment, and encourage pupils to explore, question, and reflect with awe and wonder. Through Geography, children learn to connect with their local community, the wider world, and the natural environment, rooted in Catholic social teaching and stewardship of creation.

Context of Our School

St Anne Line serves a rich and diverse community where families come from a variety of cultures and speak many languages. Our mission is to provide a high-quality Catholic education in an inclusive, welcoming environment. Geography learning reflects this diversity, giving all pupils opportunities to explore different places, communities, and cultures while developing foundational knowledge and enquiry skills.

Intent

Our Geography curriculum aims to:

- Inspire curiosity and enquiry about the world and its people, helping children appreciate places, environments, and communities.
- Develop foundational geographical knowledge and skills, aligned with EYFS 'Understanding the World' and Key Stage 1 National Curriculum objectives.
- Build understanding of substantive knowledge (e.g., local and global places, human and physical geography) and disciplinary knowledge (e.g., observing, comparing, mapping, and drawing conclusions).

- Foster enquiry-led learning, with overarching unit questions guiding thematic exploration and lesson-specific enquiry questions developing critical thinking and curiosity.
- Link Geography units to high-quality books and texts, supporting vocabulary, context, and historical or cultural understanding.
- Promote respect for the environment, encouraging stewardship and care for God's creation.
- Enable children to make connections across subjects, integrating Geography with Science, RE, English, Maths, and Art, to provide rich, meaningful learning experiences.

Implementation

Curriculum Structure

Our Geography curriculum follows the National Curriculum's four strands, adapted for infant-aged children:

1. **Locational Knowledge** – understanding maps, places, and spatial awareness.
2. **Place Knowledge** – exploring local, national, and global locations.
3. **Human and Physical Geography** – observing human activities and natural processes.
4. **Geographical Skills and Fieldwork** – practical enquiry, data collection, and observation.

Each unit:

- Begins with an overarching enquiry question.
- Uses lesson-specific enquiry questions to scaffold thinking, exploration, and discussion.
- Is linked to a carefully chosen book or text, giving context, supporting vocabulary, and making abstract concepts concrete.
- Builds foundational knowledge sequentially, ensuring children develop confidence and mastery in observation, recording, and explanation.

EYFS

In EYFS, our curriculum has a strong synergy between the Characteristics of Effective Learning and the foundational knowledge required for Key Stage 1. We blend play-based exploration with structured, adult-led teaching. Play is purposeful, planned with clear intent, and adults extend learning through skilled interaction. Children explore:

- Their local environment, noticing human and physical features.
- Stories and books that introduce places, journeys, and cultural diversity.
- Practical, enquiry-led activities, developing curiosity, observation, and basic recording skills.

Key Stage 1

- Geography is taught through themed blocks, revisiting key vocabulary, skills, and concepts progressively.
- Children conduct fieldwork and observational studies, collecting and recording data from their local environment.
- Lessons integrate cross-curricular links: Science (natural environments), RE (creation and stewardship), English (reading and writing about places), Maths (maps, measurement, and data).
- Practical tasks and discussions are underpinned by enquiry and reasoning, encouraging children to ask questions, make comparisons, and communicate findings effectively.

Impact

By the end of Nursery and Key Stage 1, pupils will:

- Demonstrate curiosity and enquiry about local and global environments.
- Identify and describe human and physical features using appropriate vocabulary and tools.
- Use simple maps, diagrams, and observational skills to record findings.
- Show respect for the environment and awareness of human impact, informed by Catholic teachings on stewardship.

- Make connections between locations, cultures, and historical or biblical contexts.
- Develop substantive knowledge (facts, locations, human and physical features) and disciplinary knowledge (skills of observation, comparison, and enquiry).
- Meet EYFS Early Learning Goals and National Curriculum expectations for Key Stage 1.

Assessment, Tracking, and Evidencing Progress

- Formative assessment through questioning, discussion, observation, and reflection during lessons.
- Evidence recorded in pupil journals, floor books, photographs, and digital portfolios, capturing enquiry-based learning.
- Summative assessment through unit quizzes, knowledge catchers, and end-of-topic assessments.
- Termly tracking of pupil progress to inform planning, interventions, and enrichment.
- Pupils encouraged to present findings and communicate their enquiry, building confidence and historical-geographical reasoning.

Enrichment, Inclusion & Accessibility

We ensure all pupils, including those with SEND and EAL, are fully supported to access Geography:

- Local fieldwork: Parks, shops, churches, and community landmarks for hands-on observation.
- Community walks and mapping activities: Understanding their local area and spatial awareness.
- Eco and stewardship projects: Litter picking, recycling, and planting linked to Laudato Si'.
- Themed weeks and cross-curricular links: Around the World week, Earth Day, and faith-based geographical learning.
- Book-based learning: High-quality storybooks, picture books, and historical or cultural texts to support enquiry and substantive knowledge.

- Virtual and digital experiences: Google Earth, online videos, and interactive maps.
- Guest speakers: Environmental officers, local councillors, or parents with international experiences.

Monitoring and Review

- Subject leader monitors through planning reviews, learning walks, work scrutiny, and staff feedback.
- Curriculum and policy reviewed annually to ensure alignment with strong foundations, enquiry-based learning, book links, and Catholic values — continuing in “En Magna Constantia”, with great consistency and purpose.