



# **Hamp Nursery and Infants School**

## **Geography Policy 2025/2026**

## **Introduction:**

At Hamp Nursery and Infants school our curriculum has been developed to meet the requirements of the 2014 National Curriculum for KS1 and the Early Years 2021 framework for Nursery and Reception. It includes not only the formal requirements of the National curriculum but also a range of extra activities that the school organises in order to enrich and enhance the experiences and learning of our children in their local context. It also includes the "hidden curriculum" or what the children learn from the way they are treated and expected to behave. We believe that children learn best when their learning is fun and meaningful. Our new curriculum has been planned to ensure the children acquire both knowledge and skills. It is a cross-curricular approach centering around each "Literacy Tree" story, with a specific question heading to stimulate curiosity and interest. It is carefully structured to ensure the progression of knowledge and skills with opportunities planned to provide opportunity to build upon these skills and knowledge and to firmly embed both, helping our children to develop a life-long love for learning.

We nurture our children on their journey and encourage them to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world. We take our responsibility to prepare children for life in modern Britain very seriously and ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of our school. We are fully inclusive at Hamp Nursery and Infants School and highly value the individuality of all our pupils and staff. Our curriculum has the flexibility to ensure all our children can become successful lifelong learners able to make a positive contribution to society and to future generations.

## **Rationale:**

At Hamp Nursery and Infants school we are committed to teaching *Geography*. The subject encourages children to raise and answer questions about the natural and human worlds. It develops knowledge of places and environments throughout the world, an understanding of maps and a range of investigative and problem solving skills to be applied both inside and outside the classroom.

We believe our *Geography* curriculum allows pupils to encounter different societies and cultures. It can encourage pupils to think about their own place in the world, their values, and their rights and responsibilities to other people and the environment.

## **Curriculum Intent:**

At Hamp Nursery and Infant School, we aim to provide diverse and fully inclusive differentiated learning experiences of Geography, where every child thrives.

The Primary National Curriculum (2013) states '*Teaching should equip pupils with knowledge about diverse places, people, resources and natural human environments, together with a deep understanding of the earths key physical and human processes.*'

We are committed to providing children with opportunities to investigate and make enquiries about our local area of Bridgwater and Sedgemoor so they can develop a real sense of who they are, their heritage and what makes our local areas unique and special.

## **Aims**

The aims of teaching geography in our school are:

- To prioritise speaking and listening within the geography curriculum and to encourage communication through a variety of ways such as, STC, pictures, drawings, ICT and writing.
- To inspire pupils about the world and its people, that will remain with them for the rest of their lives.
- To develop confidence with the use of geographical resources such as globes, maps, plans and photographs to discover features of places and environments.
- To develop geographical skills through focused investigative fieldwork such as the ability to collect data.
- To become aware of the processes and effects on environments such as extreme weather conditions.
- To know about where they live in the area of Hamp, their home town Bridgwater and the local features including the river.

- To begin to develop a sense of community and make comparisons between our local area and other communities and cultures.

### **Curriculum Implementation:**

The subject of *Geography* will be taught in a cross-curricular way linked to topics delivered under the headings of our 'Literacy Tree' stories e.g., comparisons of hot and cold climates will be taught in Year 2, through the stories: *Dear Earth/ Ocean Eats Sky*.

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. In addition, we have planned experiences and specific learning opportunities to meet the needs of our pupils within the context of where they live.

We have planned our curriculum around our Literacy Tree stories, to be introduced with a different question to stimulate learning across all areas of the curriculum. Each of these "Topic Plans" includes all areas of the curriculum and must be taught as a whole unit, in order to provide the planned opportunities to revisit and build upon knowledge and skills so that they are fully embedded and our children become confident and able learners. We will teach this through whole class and small group work both inside and outside the classroom as appropriate.

### **EYFS**

In the EYFS Curriculum (2021), *Geography* is taught through the area, *Understanding the World*. Throughout the EYFS children will be guided to make sense of the physical world and their community, to increase their knowledge and begin to make sense of the world around them. In Reception they will continue to build awareness of:

- Their own immediate environments and community.
- Life, cultures and faiths in their local community.
- Life cultures and faiths in other communities and countries.

They will learn about:

- The natural world around them.
- Contrasting environments.

- The four seasons.

They will learn to:

- Use their senses to observe, interact with and care for the natural world.
- Describe their observations, ask and answer questions, begin to explain their thoughts and ideas.
- Use some subject specific vocabulary.

## **Key stage 1**

In Key Stage 1, pupils learn to investigate their local area and a contrasting area in the United Kingdom or abroad. They will be finding out about the environment in both areas and the people who live there. They also begin to learn about the wider world. They carry out geographical enquiries inside and outside the classroom. In doing this they ask geographical questions about people, places and environments and use geographical skills and resources, such as maps and photographs.

## **Year 1**

Children will experience geography through a range of cross curricular activities linked to our 'Literacy Tree' stories. They will learn about:

- The local area of Hamp and the town of Bridgwater, beginning to use basic geographical vocabulary to describe it.
- The surrounding sea and four countries of the United Kingdom and their capital cities, learning to use the four main compass directions.
- The four seasons, and weather patterns of the UK and contrast our weather patterns with weather patterns overseas.

## **Year 2**

In Year 2 children will experience geography through a range of cross curricular activities linked to our 'Literacy Tree' stories. They will learn to:

- Name and locate the seven continents and five oceans of the World using maps, globes and basic vocabulary to describe a less familiar area.
- Compare and contrast hot and cold areas of the world using basic vocabulary to learn about their location using maps and globes.
- Compare the local area of Hamp and Bridgwater to a non-European country learning to create simple plans and maps using symbols.
- Use simple fieldwork and observational skills to study the immediate environment.

The different elements of the Geography curriculum will be taught as stated above using a cross curricular approach. Please see the following tables showing when the different elements of the Early Years Framework and the National Curriculum will be taught during the year linked to our 'Literacy Tree' stories.

## **EYFS**

<b>Cave Baby/ Bringing the rain to Kapiti Plain</b>	<b>I am Henry Finch/Look up!</b>	<b>Billy Beast/ I want my hat back</b>
<ul style="list-style-type: none"> <li>- Know some similarities and differences between the natural world around them and contrasting environments</li> <li>- Understand some important processes and changes in the natural world around them including seasons.</li> </ul>	<ul style="list-style-type: none"> <li>- Talk about the features of environments including towns</li> <li>- Recognise features of towns from aerial views</li> <li>- Compare and contrast environments including towns (similarities and differences)</li> <li>- Experience a local town walk</li> </ul>	<ul style="list-style-type: none"> <li>- Talk about hot and cold environments and houses.</li> <li>- Look at Antarctica and icy environments</li> <li>- Draw information from a simple map</li> <li>- Recognise some similarities between life in this country and life in other countries</li> <li>- Recognise some environments that are different to the one in which they live</li> </ul>
<b>The Extraordinary Gardener/ The Tiny Seed</b>	<b>The Night Pirates/ Lost and Found</b>	<b>Naughty Bus/ I will never eat a tomato</b>
<ul style="list-style-type: none"> <li>- Find out about a farm setting</li> <li>- Learn the names of the seasons</li> <li>- Understand some important processes and changes in the natural world around them including seasons.</li> <li>- Find out about different types of weather</li> <li>- Compare environments and habitats</li> </ul>	<ul style="list-style-type: none"> <li>- Recognise environments that are different to the one they live in, making comparisons between environments</li> <li>- Explore ocean habitats - drawing under sea pictures</li> <li>- Talk about features of summer including weather changes, trees, school environment, Seaside's</li> <li>- Draw information from a simple map</li> </ul>	<ul style="list-style-type: none"> <li>- Draw information from a simple map</li> <li>- Recognise some similarities and differences between life in this country and life in other countries</li> <li>- Know some similarities and differences between the natural world around them and contrasting environments.</li> <li>- Understand some important processes and changes in the natural world around them including seasons.</li> </ul>

- Know some similarities and differences between the natural world around them and contrasting environments.	-Recognise some similarities and differences between life in this country and life in other countries	
--	---	--

## KS1 - Year 1

<b>Stanley's Stick/Dinosaur and all that Rubbish</b>	<b>Beegu/Pig the Pug</b>	<b>The See Saw/ The Odd Egg</b>
<ul style="list-style-type: none"> <li>-Comparing weather in our local area with weather in mountain environments.</li> <li>-Look at physical features of our local area and mountain areas of the UK</li> <li>-Use geographical language including, cliff, mountain, sea, ocean, hill, river, pond, canal, beach, coast, soil, valley, town, village.</li> </ul>	<ul style="list-style-type: none"> <li>-Local area-Finding out where we live in Bridgwater using aerial photographs.</li> <li>- Investigating human features of the area including shops.</li> <li>- Using directional language including north, south, east, west, near, far.</li> </ul>	<ul style="list-style-type: none"> <li>-Looking at local school environment including trees.</li> <li>-Use simple fieldwork and observational skills to study the geography of the school and the grounds and its key human and physical features of the surrounding environment.</li> </ul>
<b>The Comet/Astro Girl</b>	<b>Where the wild things are/Julian is a Mermaid</b>	<b>Izzy Gizmo/A Walk in London</b>
<ul style="list-style-type: none"> <li>-Comparing jungle setting to local area including similarities and differences in weather and climate</li> <li>-Identify seasonal and daily weather patterns in the UK.</li> </ul>	<ul style="list-style-type: none"> <li>-Exploring the school environment and grounds.</li> </ul>	<ul style="list-style-type: none"> <li>-Explore, locate and name the seas around the UK</li> <li>-Name and locate the four countries of the UK using word maps, maps of the UK and globes.</li> <li>-Name and locate the four capital cities of the UK using a map.</li> <li>-Use geographical vocabulary to refer to Key human features including</li> </ul>

## Year 2

<b>Rosie Revere Engineer/ Iggy Peck Architect</b>	<b>The Last Stop on Market Street/ The Journey Home</b>	<b>The Minpins/ The Bear Under the Stairs</b>
<ul style="list-style-type: none"> <li>-Identifying local physical feature, the river Parret and a human feature, the Bridgwater and Taunton canal.</li> <li>-Discuss and learn about differences between rivers and canals.</li> <li>-Use observations and simple fieldwork to study the local area.</li> </ul>	<ul style="list-style-type: none"> <li>-Investigate physical features of the United Kingdom - forests, beaches, rivers, caves,</li> <li>-Investigate and compare places around the world that have similar or different features</li> <li>Creating simple maps.</li> </ul>	<ul style="list-style-type: none"> <li>-Locate China on a World map or World atlas.</li> <li>-Explore where China is in relation to the United Kingdom.</li> <li>-Discuss Chinese culture including food and festivals.</li> </ul>
<b>Jim and the Beanstalk/ We are Water Protectors</b>	<b>Lubna and Pebble/ Tadpoles Promise</b>	<b>Ocean Meets Sky/ Dear Earth</b>
<ul style="list-style-type: none"> <li>-Explore continent of South America/ Mexico.</li> <li>-Locate Mexico on a map.</li> <li>-Compare Mexico and the United Kingdom.</li> </ul>	<ul style="list-style-type: none"> <li>-Link habitats to other countries and oceans around the world. E.g. Which countries have deserts, forests...</li> <li>-Look at human features and impact on environments including different types</li> </ul>	<ul style="list-style-type: none"> <li>-Name and locate the seven continents of the world</li> <li>-Name and locate the five oceans.</li> <li>-Identify the location of hot and cold areas of the world in relation to the</li> </ul>

<p>-Look at photos and identify similarities and differences.</p>	<p>of pollution, Sea pollution, global warming. -Investigate volcanoes and how the layers of the Earth form.</p>	<p>Equator and the North and South Poles. -Use maps, atlases and globes to identify different countries. -Introduce Grid Map reading.</p>
---	--	---

In addition to this, teachers have the freedom to plan with detail and attention for their individual children, therefore meeting the needs of EAL, SEND and gifted and talented. Learning can be scaffolded where necessary, and any individual needs can be supported. The learning process offers criteria for children either working at, beyond or towards their age-related expectations. Greater depth children can be challenged to ensure that they are being given the opportunities to enrich their learning further.

### **Curriculum Impact:**

Providing an innovative curriculum linked to our Literacy Tree stories, allows staff the opportunity to teach geography in innovative cross-curricular ways. We encourage collaboration through investigative and enquiry based learning. The children will learn to use subject specific vocabulary as well as developing their communication skills by working together and sharing their ideas. They will develop problem solving and life-skills such as using maps in real life situations, for example by exploring the local area and creating maps to show where they live. We will assess the impact of our intent and implementation through summative assessment, teacher assessment, moderation, book and planning scrutiny, lesson observations, pupil progress meetings, marking and feedback, conversations with the children and intervention. The lesson objectives are reviewed after each lesson. This evidence will show the children have been taught a broad and balanced geography curriculum. It will also demonstrate the children's acquisition of key knowledge and geographical vocabulary. As children progress through the school they will develop a deep knowledge and understanding of their local area and its place within the wider world in a geographical context. School trips

around the local area and further afield provide further relevant and contextual learning.

### **Speaking and Listening:**

At Hamp Nursery and Infants School, we place a higher emphasis on the development of Speaking and listening skills. As well as it's vital role in "Literacy Tree" this will be reflected in all areas of the curriculum, both in planning and in time allocation. As a whole staff we have worked on developing the teaching and practicing of Speaking and Listening throughout the school. All lessons will, in some part, provide opportunity for speaking and listening development. At the beginning of each new topic for the half term teachers will create a medium-term plan to show the areas of speaking and listening that will be taught during that topic area. These areas will then be taught and practiced throughout the half term during planned activities and lessons. Teachers will show where the planning of teaching and practicing of Speaking and Listening will take place in lessons by highlighting the text in purple on their planning.

Teachers and TAs will at all times demonstrate good models of spoken English and good models of interpersonal communication through story-telling, reading aloud, class and group discussions and one to one conversations with children and with other staff.

### **SEND:**

At Hamp Nursery and Infants School, we recognise that all pupils are entitled to high quality provision that enables them to achieve their potential across all subjects. We believe in positive interventions, removing barriers to learning and raising expectations and levels of achievement in order to provide a positive educational experience for all our pupils. All pupils follow the Early Years framework and National Curriculum at a level, pace and challenge that is appropriate to their abilities.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have SEND. In the whole-

class work and small-group work, teachers and teaching assistants will involve and support all pupils by differentiated questioning; by demonstrating skills in action and by reinforcing key points. Some children may receive pre-tutoring or may work in a small groups. In group time, additional needs will be addressed through tailored work in ability groups and the use of support staff, to consolidate key points. Where applicable, children who have been identified as having an individual or specific need may have a Pupil Passport and provision map with identified SEN support and short term targets.

### **EAL:**

At Hamp Nursery and Infants School, we are committed to ensuring that every child succeeds and reaches their full potential, irrespective of the barriers to learning that they may face. We are dedicated to raising the achievement and attainment of pupils with EAL, enabling them to maximise their progress and attainment within a positive, nurturing, secure and safe learning environment. Through quality first teaching based on experiences and talk, we aim to meet the language needs of our learners. Through effective planning, organisation, teaching and assessment procedures and the use of resources and strategies, we aim to meet the needs of pupils who have English as an Additional Language (EAL). Our goal is to promote language awareness and raise pupil attainment, progress and achievement.

### **Gifted and Talented:**

As a school we work to ensure that we are providing effective provision for Gifted and Talented children. Class Teachers will identify children they consider to be particularly able; gifted and talented in their class. This can be any area of the curriculum where they demonstrate a particular strength or skill. These skills will be recognised to enable the children to be challenged to ensure that they reach their full potential. Class Teachers are responsible for extending the children's learning in their class.

Class Teachers will inform the Gifted and Talented Coordinator who keeps a register of all class children's strengths in the school. Using this

valuable information, the Coordinator will plan enrichment activities where required in liaison with Class Teachers and Subject Coordinators.

### **Diversity and Equality:**

At Hamp Nursery and Infants School, we are committed to ensuring that all our children have equal opportunity to access all subjects at a level appropriate for their development and ability, regardless of race, gender identity, disability, religion or belief, sexual orientation, or socio-economic background. We designed the curriculum to be flexible in order to ensure that all children make good progress and achieve success. We teach our children what it means to be part of a diverse society and the importance of inclusion and equality, this is interwoven through our curriculum and promoted across all subject areas. All staff have an inclusive attitude and uphold this in their teaching ensuring all children are valued, represented and treated fairly. The SENDCO and EAL coordinator and Gifted and Talented coordinator provide additional support both within and out of the classroom setting.

### **Online safety:**

At Nursery and Hamp Infants School, we have a whole school approach to online safety. As part of a broad and balanced curriculum, we have ensured that this is fully embedded and incorporated through all subjects and all aspects of school life.

### **Differentiation:**

The goal of differentiation is to ensure that all children have equal opportunities to be successful learners; that they are all able to meet their intended outcomes, make good progress and understand their next steps. At Hamp Nursery and Infants school we are committed to ensuring that every child succeeds, irrespective of their starting points or any barriers to learning. We value personal progress equally with academic progress and are careful to group the children in ways that promotes positivity and develops self-esteem. We are dedicated to providing quality-first teaching with appropriate differentiation to meet the needs

of all our learners. There are four main learning styles; visual, auditory, kinesthetic and experiential. In our setting differentiation to meet the children's learning styles may take on many different forms. Children may work in whole classes, small groups or even individually. They may work indoors or outdoors; some may work practically with the support of resources, others may learn best through discussion or interaction, and some learn more formally by listening and following instructions. Class teachers have the flexibility and freedom to use their expert knowledge of the children they teach to plan in the way that best suits the needs of their individual learners. This may look differently in different classrooms; pace, depth of learning and expected outcomes will all be planned appropriately to meet the children's needs, ensuring they are all able to become confident successful learners. Adult support will be directed by the class teacher depending on the specific needs of the class and individuals. In all classes, teachers will plan focused and engaging lessons that encourage children to learn. Lessons should be prepared in advance with a clear learning objective, which must be communicated to the children in all cases. Administrative tasks must be kept to a minimum and children should be involved in all parts of the lesson.

### **Outdoor Learning:**

At Hamp Nursery and Infants School, we are committed to ensuring we utilise our large and small spaces both indoors and outside. We have a large field which includes several species of mature trees, our forest school and wild area. These are continually being evolved and developed. These areas support learning in all areas of the curriculum. Outdoor learning has been recognised as crucial to children's ability to learn successfully and for their well-being. At Hamp Nursery and Infants school, outdoor learning is an integral part of our children's learning and as such has been interwoven into all areas of our curriculum.

Written by: **Mrs Wendy Bryant** - Autumn Term 2021  
Updated by: **Miss Tallena Vowles** - Autumn Term 2022  
Updated by: **Mrs Lucy Burrows** - Autumn Term 2023  
Updated by: Mrs Chelsie Hall - Autumn Term 2024  
Updated by: Mrs Jezamine Huxley - Autumn Term 2025

Approved by Head \_\_\_\_\_

Approved by Chair of Governors \_\_\_\_\_

Review Date: Autumn 2026 or in line with any statutory changes.