

# Barnes Infant Academy

## Geography – Policy on a Page



### Statement of Intent

At Barnes Infant Academy, our geography curriculum is designed to help children make sense of the world around them and understand their place within it. Our geography curriculum is written specifically for Barnes Infant Academy, taking account of our local context in Barnes and Sunderland, so that children begin with familiar places and gradually develop an understanding of the wider world.

We recognise that many of our children enter school with varied experiences and levels of language development. Therefore, our geography curriculum is carefully planned to build knowledge progressively, prioritise vocabulary and oracy, and ensure all children feel confident and included as geographers. Our intent is for children to develop secure locational knowledge, understand human and physical features, and learn to talk accurately about places and environments. This carefully sequenced curriculum ensures children leave Barnes Infant Academy with the secure knowledge, vocabulary and learning behaviours needed to succeed in the next stage of their education.

### Curriculum Design & Sequencing

Our geography curriculum is knowledge-led and carefully sequenced from EYFS through to Year 2. Learning begins with children's immediate environment and local area before extending to the United Kingdom, the wider world, and a contrasting non-European country.

Key geographical concepts, including place and belonging, location and mapping, human and physical features, and weather and climate, are revisited and built upon over time. This deliberate sequencing ensures learning is cumulative, enabling children to make meaningful connections between places and develop a growing sense of scale and global awareness.

### Vocabulary, Oracy & Communication

Vocabulary and oracy are explicitly prioritised within our geography curriculum. Geographical vocabulary is carefully selected, taught explicitly and revisited regularly to support children's understanding of place, space and environment.

Teachers model subject-specific language and provide structured opportunities for children to describe, compare and explain geographical features using full sentences. This approach supports all learners, particularly those with EAL, and ensures children can confidently communicate their geographical understanding.

### Inclusion:

Our geography curriculum is designed inclusively from the outset. Lessons are planned to reduce cognitive load, use clear modelling, and incorporate visual, practical and language-based scaffolds.

Adaptations may include pre-teaching and overlearning of key geographical vocabulary; use of maps, photographs, symbols and concrete resources; repetition and retrieval of core knowledge; and flexible ways for children to demonstrate understanding.

### Enhancement & Cultural Capital

Carefully selected enrichment experiences are used to enhance and deepen children's understanding of the geography curriculum. These experiences are planned to align closely with curriculum content and sequencing, ensuring all children have equitable access to cultural capital that broadens their understanding of the world.

Enhancements may include local fieldwork, visits within the community, use of the local coastline, visitors, and curriculum-linked experiences that strengthen geographical knowledge and bring learning to life. Children will regularly explore the local neighbourhood around our school and Barnes park. Reception children will visit a local farm, Year 1 children will visit our local castle and Year 2 will explore the local coastline.

### Impact - What This Looks Like for Children

As a result of our geography curriculum, children at Barnes Infant Academy:

- know more about their local area, the United Kingdom and the wider world
- use geographical vocabulary confidently when talking about places and environments
- can identify and describe human and physical features
- understand where places are located and how they are connected
- show curiosity, respect and care for different places, people and environments

This policy reflects our Barnes curriculum drivers of Belonging, Communication, Curiosity and Resilience.