



Geography Policy

June 2025

Version 1.3

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Version Control

Date	Version	Status / Comments / Description
Summer 2016	1.0	Original Revised Policy
June 2019 July 2019	1.1	Reviewed and re formatted Approved by FGB – 9 July 2019
June 2022 July 2022	1.2	Reviewed and re formatted – Equality statement added Ratified at P&A meeting 11.07.22 All staff notified of new policy and uploaded to school website.
June 2025 July 2025	1.3	Sustainability statement added. Policy reviewed – C. Clarkson Updated: The Early Years Foundation Stage. Noted at Curriculum meeting as approved on 07/07/2025.

Equality Statement for Park Hill Infant School

At Park Hill Infant School, we continue to teach our children about what it means to be strong, positive and productive members of society. We have always taught our pupils about equality and this remains an important part of our curriculum. We ensure that we always celebrate diversity, promote equality, demonstrate respect and stand together to challenge all forms of discriminatory language and behaviour.

We recognise that education is a vital tool for powerful, permanent and informative change. Our continuously evolving curriculum demonstrates our determination to use education to tackle issues of racism, homophobia and inequality. We strive to ensure our curriculum and supporting resources reflect values of inclusivity, diversity, equality and belonging. We do this by planning to meet the needs of all genders, of children with special educational needs, of children who are more-able, gifted and talented, of children with disabilities, of children from all socio-economic backgrounds, children from different ethnic groups, religion and cultural backgrounds, and of those from diverse linguistic backgrounds.

Sustainability and the Curriculum

We aim for our pupils to become passionate about their role in protecting the natural world. Our curriculum provides opportunities to develop a broad knowledge and understanding of nature, sustainability and climate change. We support pupils to translate this knowledge across all curriculum areas into positive action.

Aims and objectives

Geography teaches an understanding of places and environments. Through their work in geography, children learn about their local area, and they compare their life in this area with that in other regions in the United Kingdom and in the rest of the world. They learn how to draw and interpret maps, and they develop the skills of research, investigation, analysis and problem-solving. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures. Geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

Our objectives in the teaching of geography are to:

- Inspire in pupils a curiosity and fascination about the world around them using; locational knowledge, physical and human geography and developing skills in fieldwork
- Pupils should develop knowledge about the world, the United Kingdom and their locality
- enable children to gain knowledge and understanding of diverse places in the world, people, resources and natural and human environments;

- enable children to know and understand environmental problems at a local, regional and global level;
- Pupils develop a broad interest in the world with skills in analysing, comparing and contrasting localities such as European and Non-European countries
- Pupils will have a strong contextual knowledge of countries and continents and the ability to utilise geographical skills; including how to use globes, draw and interpret maps
- A progressive and inclusive geography curriculum and develop the cross-curricular use of geography in all subjects.

Teaching and learning

Park Hill Infant School uses a variety of teaching and learning styles in geography lessons. We believe in enquiry-based research activities where children are encouraged to generate their own questions before being introduced to a topic. Teachers use these questions and ideas to plan their lessons based on the pupils' interest and guide them throughout the topic so that they are able to achieve the learning objectives in the national curriculum. Differentiated activities are planned in a way that challenges specific pupils and inspires curiosity, collaboration and confidence. We offer them the opportunity to use a variety of data, such as maps, graphs, pictures and aerial photographs, and we enable them to use computing in geography lessons where this serves to enhance their learning. Children take part in role-play and discussions, and they present reports to the rest of the class. They engage in a wide variety of problem-solving and investigation activities. Wherever possible, we involve the children in "real" geographical activities, for example, use of the Internet to investigate a current issue, mapping out areas of the school etc.,

We recognise the fact that there are children of widely different geographical abilities in all classes, and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, some children not completing all tasks;
- sometimes grouping children by ability, and setting different tasks to each ability group;
- providing resources of different complexity, according to the ability of the child;
- using adults to support the learning of individual children or groups of children.
- Encouraging children to take ownership of their learning and develop a risk taking attitude towards geographical tasks.
- Children also work collaboratively in mixed ability groups in their learning tasks

Geography curriculum planning

Geography is a foundation subject in the National Curriculum. We use the 2014 objectives as the basis for our curriculum planning in geography and we have adapted this to the local context of our school. For example, we make use of the local environment in our fieldwork and outdoor learning area.

Our long-term plan maps the learning objectives for Geography studied in each half term across Key Stage One. The subject leader devises this plan in conjunction with teaching colleagues in each year group. In some cases, we combine the geographical study with work in other subject areas. In other cases, we arrange for the children to carry out an independent geographical study.

Topic webs give details of the learning for each half term. The subject leader reviews these plans on a regular basis. In this way, we ensure that children have complete coverage of the National Curriculum, but do not have to repeat topics.

We plan the topics in geography so that they build on prior learning. Children of all abilities have the opportunity to develop their skills and knowledge, through planned progression built into the topic. We offer them an increasing challenge as they move up through the school.

The Early Years Foundation Stage

In the Early Years Foundation Stage (EYFS) curriculum, geography is primarily integrated within the "Understanding the World" area of learning. It focuses on helping children make sense of their physical world and community by exploring, observing, and investigating people, places, technology, and the environment. This exploration helps them develop an early understanding of key geographical concepts like place, space, environment, and change.

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 texts we use in the English session are geographical in nature. Reports, letters 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 write reports and letters.

Mathematics

The teaching of geography in our school contributes to children's mathematical understanding in a variety of ways. We teach the children how to represent objects with maps. The children study space, scale and distance, and they learn how to use figure grid references. They also use graphs to explore, analyse and illustrate a variety of data.

Personal, social and health education (PSHE) and citizenship

Geography contributes significantly to the teaching of PSHE and citizenship. Firstly, the subject matter lends itself to raising matters of citizenship and social welfare. For example, children study the way in which people recycle materials, and how environments are changed for better or for worse.

Spiritual, moral, social and cultural development

We offer children in our school many opportunities to examine the fundamental questions in life through the medium of geography. We help children to develop their knowledge and understanding of different cultures, so that they learn to avoid stereotyping other people, and acquire a positive attitude towards others. Geography contributes to the children's appreciation of what is right and wrong by raising many moral questions during the topics covered.

Geography and Computing

Computing enhances our teaching of geography, wherever appropriate, in each Year group. Children research information through the Internet and libraries of digital images (e.g. aerial photographs in Google Earth). We also offer children the opportunity to use iPads to take photos and record videos.

Geography and Inclusion

At our school, we teach geography to all children, whatever their ability and individual needs. Geography implements the school curriculum policy of providing a broad and balanced education to all children. Through our geography teaching, we provide learning opportunities that match the needs of children with learning difficulties, and we take into account the targets set for individual children in their SEN Support Plans. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those who are more able, and those learning English as an additional language, and we take all reasonable steps to achieve this.

We enable all pupils to have access to the full range of activities involved in learning geography. Where children are to participate in activities outside the classroom, such as a visit to the park, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Assessment

Children demonstrate their ability in geography in a variety of different ways. Younger children might, for example, dress up in costumes from different parts of the world, whilst older pupils might produce a PowerPoint presentation based on their investigations of different climates. Teachers will assess children's understanding by making informal judgements during sessions, also known as Assessment for Learning. On completion of a piece of work, the teacher assesses the work and uses this information to plan future learning. Written or verbal feedback is given to the child to help guide his or her progress. Children are also encouraged to self-assess their own work and peer assess each others' work to improve their learning.

We assess work in geography by making informal judgements as we observe the children during lessons. Once the children complete a piece of work, we offer feedback, as necessary. In return children are encouraged to respond to feedback made by the teacher. We use this to plan future work, to provide the basis for assessing the progress of individual children, and to pass information on to parents and the next teacher at the end of the year.

Resources

We ensure that we have sufficient resources to be able to teach the geography objectives. We keep these resources in a central store. We also keep a set of atlases for each Year group. In the library, we have a good supply of geography topic books and a range of educational software to support the children's individual research.

Fieldwork

Fieldwork is integral to good geography teaching, and we include as many opportunities as we can to involve children in practical geographical research and enquiry.

During Key Stage 1, all children carry out an investigation into the local environment, and are given opportunities to observe and record information around the school site.

For health and safety issues regarding fieldwork, our school follows the guidance contained in its policies on Off-Site Visits and Health and Safety.

Monitoring and review

The coordination and planning of the geography curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in geography and by providing a strategic lead and direction for this subject;
- provides the headteacher with an annual summary report in the strengths and weaknesses in geography are evaluated and the areas for further improvement indicated.

The quality of teaching and learning in geography is monitored and evaluated by the subject leader who feeds back to the headteacher as part of the school's agreed cycle of monitoring and evaluation.

This policy will be reviewed every three years or sooner if necessary.

Signed: _____

Print Name: _____

Date: _____