



PARKLANDS INFANT AND NURSERY SCHOOL

GEOGRAPHY POLICY

Approved by the Governing Body of Parklands Infant & Nursery School

September 2025

Signed: _____

Mrs S Evitts (Chair of Governors)



Parklands Infant and Nursery School **Geography Subject Policy – September 2025**

Section 1: Introduction to the Policy

Purpose

The purpose of this policy is to describe our practice in Geography and the principles upon which this is based.

Aims

This policy sets out to ensure consistency in the teaching and learning within Geography across the school. This is to ensure that pupils are equipped with a contextual knowledge of places and an understanding of physical and human processes. Children should understand basic subject-specific vocabulary geography and begin to use geographical skills, including first-hand observation, to enhance their local awareness. We believe that young children learn about their surrounding world through curiosity, first-hand experience and observation. Geography helps children to make sense of the world they live in. It enables them to interpret the images and information about people and places which they acquire from television, books, magazines and other sources. At Parklands Infant and Nursery School we hope to foster a reasoned and sensitive concern for the environment, through the involvement of children in relevant, achievable and enjoyable activities both in and around the school.

This policy supports our school mission statement of: "To establish a life-long love of learning within a caring environment, in which we encourage all children to fulfil their potential through enjoyable and enriching experiences".

It also supports our whole school ethos of developing the Parklands Person.



Consultation

The policy was put together by Joanne Bowler in consultation with teaching staff, pupils and school governors.

Section 2 Intent

At Parklands, we believe that through an exciting and stimulating 'Learning Challenging Curriculum', children will be inspired to want to know more about the world around them. Pupils will develop geographic concepts, knowledge and skills through fieldwork, locational knowledge and knowledge of human and physical aspects of the world. They will develop their ability to use geographical vocabulary relating to their world. Our goal is for all children to develop a love for Geography and gain an in-depth knowledge to assist them in their understanding of the world around them and the role that they play. Developing the geographers of the future.

Section 3 Implementation

Roles and Responsibilities

The geography leader is responsible for providing an overview of the subject across the school to inform staff planning and to offer advice in which the curriculum can be delivered in an effective and engaging way. They should have an up-to-date knowledge of the subject requirements and ensure that these are met across the school, as well as having an overview of assessment. They are responsible for ensuring that an overview of the subject is available on the school website. The geography leader also has a sound knowledge of the resources which are available within school and ensures that resources are replenished and updated as necessary. The geography leader is responsible for the planning and implementation of any subject specific events which are ran in the school. The governor for Geography is responsible for ensuring there is a good professional dialogue with the subject leader throughout the school year.

As a school and in accordance with the National Curriculum's expectations and Our Learning Challenge Curriculum we aim to ensure that all pupils:

- Can use maps, globes and atlases (including the use of technology)
- To name and locate the continents, countries, and oceans.
- Locate countries of the United Kingdom
- Gain further knowledge and experience of their local area through local links and visits.
- Ask and answer questions and understand some ways in which we can find out information about the world.
- Learn about a sustainable world.
- Compare and contrast the difference between countries.

Impact

Our children can recall information they have learnt about the world. Through relevant and exciting topics, they are keen to learn new information and to share this. Children understand and compare the features of different locations and can talk about how this affects a location. Children broaden their experiences of the wider world. Every area visited will include fieldwork opportunities to allow our pupils to explore their local environment and the gain the maximum knowledge.

The children's learning in geography is often cross curricular so children can further develop their skills and knowledge during literacy, art, DT and science.

SMSC British Values in Geography

Spiritual Education

Spiritual Education involves pupils thinking about their own experiences whilst comparing these to others. This is achieved at Parklands through pupils learning about different countries, whilst imagining what it would be like to live in a different climate. Pupils are also taught about the lifestyles of people living in different countries and are encouraged to compare these to their own.

Moral Education

Moral Education consists of pupils learning about their local environment and forming an awareness of they can sustain and look after it respectfully. This enables pupils to acknowledge how their own actions can contribute to their environment being respected and well cared for. This is also achieved at Parklands through our Eco team who work with the children to discuss environmental matters within the school.

Social Education

Social Education involves pupils working collaboratively with their peers and the wider community to discuss issues such as how they can improve their local environment. This helps children to develop an awareness of what is in their local environment, whilst learning to compare and contrast how other environments vary. As a result of this we are also able to form positive links with the wider community.

Cultural Education

Cultural Education is present at Parklands in daily teaching and specific focus days. These learning opportunities allow the children to learn about the United Kingdom as well as the cultures followed in other countries. This develops pupils understanding of different ways of life whilst acknowledging that everyone is different but equally important.

Promoting British Values through Geography

Democracy

All pupils are given equal opportunities to fully engage in all aspects of the geography curriculum regardless of their age, gender, race, religion or ability. Pupils are treated with fairness and respect when participating in learning opportunities, both within the classroom and during extracurricular geographical activities.

Individual Liberty

Children are provided with learning opportunities which are differentiated according to their age and ability. In conjunction with this, pupils are encouraged to take control of their own learning by choosing their own learning challenge.

Teachers instil clear boundaries in which children are expected to challenge themselves and consistently push themselves to succeed.

Rule of Law

In Geography children are encouraged to follow our school rules whilst basing their behaviour upon the 'Parklands Person'. To enable this pupils are provided with learning opportunities which promote fairness and inclusion. Teachers consistently reward and celebrate pupil's work, as well as positive examples of cooperation and collaboration when children are participating in group work.

Mutual Respect and Tolerance of Different Faiths and Beliefs

Through independent and group work children are taught to consistently base their behaviour upon the 'Parklands Person'. This teaches pupils to respect and value ideas and beliefs different to their own. Through taught topics children form an awareness of similarities and differences and learn to value the unique nature of people who live in different countries and cultures. This supports children to work collaboratively whilst sharing, turn taking and valuing others.

Section 3:

Planning

Planning in geography is part of the whole school planning process using 'Focus Learning Challenge Curriculum'. It is planned on long term plans, medium term plans, which supports teachers to plan their weekly lesson. This ensures a clear sequence of learning that covers the expected objectives and ensures continuity across all key stages. To allow pupils to gain disciplinary with the substantive knowledge that will continue to develop and evolve through every key stage.

Early Years Foundation Stage

The Early Years Framework is used to assist staff in the delivery of the geography curriculum. It is delivered as part of the 'Understanding the World' strand of learning. This allows our pupils to be gain early opportunities in geography. It is part of a topic-based curriculum, pupils are given the opportunity to take part in activities which allow them to explore the elements of their world. This includes exploring their environment and, people and communities.

Key Stage One:

In Key Stage One, Geography will be planned as part of the Learning Challenge Curriculum. Whole school long term planning ensures curriculum coverage and progression in Geography. Medium term planning is the responsibility of subject leader to ensure coverage, with a joint consultation to discuss the impact and progression. A good medium-term plan allows teachers to compile their weekly plan. Plans will all contain expectations of the disciplinary and substantive knowledge that will be taught and revisited to ensure progressive knowledge.

Teaching and learning

In Early Years, Geography is taught as an integral part of the topic work covered during the year. The objectives for Geography are set out under the specific area of Understanding the World taken from the EYFS Framework 2021.

In Key Stage One we ensure that teaching and learning focuses on developing pupils' substantive knowledge and revisited to show their disciplinary knowledge. Teaching is delivered in a variety of ways to encourage engagement and curiosity

about pupil's world. Developing their key vocabulary to enable pupils to communicate their understanding and enhancing the learning environment visually representing their learning through learning journeys displays and work in books.

Fieldwork:

In both the Foundation Stage and Key Stage 1, children carry out investigations within and about the local environment. We give the children opportunities to observe and record information around the school site and local environment. We particularly like to use our school grounds to support geography learning throughout the school.

Organisation

We use a variety of teaching and learning styles in our geography lessons. We use whole-class teaching methods, combined with enquiry-based research activities. We encourage children to ask as well as answer geographical questions. 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 ICT in geography lessons where this serves to enhance their learning. Wherever possible, we involve the children in 'real' geographical activities, e.g. local environmental problems, local walks.

The ECO Team:

At Parklands Infant and Nursery School, we have a team of children, parents and staff who work together on the Eco Team. During regular meetings, they discuss and act upon environmental matters within the school. They continue to implement new environmental initiatives within the school involving all children through school assemblies and special activities, Green Day and RSPB.

Parent Partnership

We understand the importance of parental involvement and the impact that support from home can have on a child's education. Therefore, we strive to maintain good communication with parents. Termly Focus meetings allow parents to discuss pupils progress. The use of tapestry allows parents to see the learning and allows parents to share home learning of the child's life out of school. Through our Learning Challenge Curriculum, parents and carers are invited to celebrate their child's achievements at the end of each topic.

Assessment

Early Years Foundation Stage:

Assessments are carried out through a mixture of informal observations, interaction with the child. We observe the children working independently both indoors and outdoors. A digital system of recording evidence of children's achievements is used through Nursery and Reception. This allows staff to upload photographic evidence onto the 'Learn log' for each child.

Key Stage One:

Assessment will be ongoing, and information will be gathered from discussions, feedback marking pupils' and contributions within the lessons. Pupils will produce work that will help to demonstrate their understanding of their local area and the wider world. Moderation of work is completed to ensure pupils are receiving the correct knowledge and best curriculum.

Section 4: Conclusion

Monitoring and Review

Monitoring is reviewed by the Geography leader to ensure coverage and progression. Curriculum meetings are held periodically to promote staff awareness and develop their knowledge and skills, to ensure quality of teaching and learning in Geography throughout the school. In addition, observations, work sampling, learning walks and pupil interviews are carried out, which enable the subject leader to propose developments to enhance teaching and learning. These are planned according to the subject review timetable. All monitoring is shared with staff both individually and at curriculum meetings.

The governor with responsibility for Geography is primarily responsible for monitoring the implementation of this policy. This will be through ongoing discussion with the subject leader and consideration of the evidence gathered in the subject file.

The governor will report on this to the curriculum committee. The work of the subject leader is also subject to review by the headteacher as part of our performance management arrangements.

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Child Protection and Safeguarding

The Geography Policy adheres to our school Child Protection and Safeguarding Policy

Health and Safety

Children will be reminded about using equipment safely in Geography lessons and the clearly identifiable Teachers will ensure the environment and tools are used safely to conduct safe learning.

Online Safety

Any resources that are being shared with pupils will be checked by class teacher to ensure suitability. If pupils are working independently researching using online resources, teachers will ensure correct safety/protective measures are in place.

All the above will be monitored by the class teachers teaching the lessons. The Geography lead may also carry out monitoring using Pupil Voice to ensure all children are aware of how to be and feel safe.

Inclusion for those Special Educational Needs and Disabilities (SEND)

To make Geography inclusive, teachers need to anticipate what barriers to taking part and learning activities, lessons or a series of lessons may pose for pupils with SEN and/or disabilities. In your planning you need to consider ways of minimising or reducing those barriers so that all pupils can fully take part and learn. In some activities, pupils with SEN and/or disabilities will be able to take part in the same way as their peers. In others, some modifications or adjustments will need to be made to include everyone. For some activities, you may need to provide a 'parallel' activity for pupils with SEN and/or disabilities, so that they can work towards the same lesson objectives as their peers, but in a different way. Occasionally, pupils with SEN and/or disabilities will have to work on different activities, or towards different objectives, from their peers.

Other Documents and Appendices

The Geography policy should be read in conjunction with our policies for curriculum, Teaching and Learning, Assessment, EYFS , Child Protection and Safeguarding

The writing of this policy has been supported by the National Curriculum, The EYFS Statutory Framework, Development Matters, Focus Progression in Skills (EYFS), Focus Learning Challenge Curriculum.

Appendix 1: Curriculum Overview

EYFS CURRICULUM OVER VIEW 23/24						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery Topic focus	Incredible me in the world	Let's celebrate	Once upon a time	Down at the bottom of the garden	Wheelie good fun	At the seaside
Reception Topic Focus	Marvelous me/Autumn exploration	Festival fun	Winter wonderland	Toy time travels	Fields and Forests	Commotion in the ocean
Nursery Understanding the world	Notices features of their environment. Awareness of weather and seasonal changes		Awareness of features that make up their world. Awareness of new growth and decay		Comments and ask questions about the environment	
Reception Understanding the world	Comments and ask questions about the environment, Awareness that environments can change.		Awareness that environments can be different.		Can communicate what they have observed and begin to make predictions about their environment.	
	Year One curriculum overview					
Geography	What do I know about the UK and where I live?		Why do we recycle?		Why are some places in the world always hot and others always cold?	
	Year Two curriculum overview					
Geography	Are maps useful?		Why do we like to be beside the seaside?		How different would my life be if I lived in Kenya?	

This policy was written by: Joanne Bowler

Governor Approval and Review Date The policy is to be reviewed annually.