



**Hatherley**  
INFANT SCHOOL & NURSERY

# Geography Policy

Agreed: March 2021  
Review: March 2023

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**Geography Policy**

**‘Where children learn and grow together’**



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*'The study of geography is about more than just memorizing places on a map. It's about understanding the complexity of our world and appreciating the diversity of cultures that exists across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together'*  
Barack Obama

## **Vision**

At Hatherley Infant School and Nursery, we want to create learners who combine enthusiasm, curiosity, knowledge and skills to become confident young geographers and in time responsible global citizens. We want our children to recognise and investigate changes taking place in environments and how these changes affect people's lives, including their own. We want our children to think about their own values, rights and responsibilities through the study of Geographical concepts, skills and vocabulary.

## **Intent**

Our Geography curriculum is taught creatively through a rolling programme of themes with meaningful contexts. Pupils learn in a variety of exciting, active and engaging ways. Through an enquiry-based approach we aim to help pupils extend their awareness of, and develop and interest in their immediate surroundings, local area and the wider world.

Children learn about their local area and compare their life in this area with that in other regions of the United Kingdom and 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. Our curriculum also motivates children to find out about the physical world and enables them to recognise the importance of sustainable development.

## **Implementation**

The Geography curriculum at Hatherley Infant School and Nursery has been carefully built and the learning opportunities, technical vocabulary, skills progression and assessment opportunities for each year group will ensure progression and repetition in terms of embedding key learning, knowledge and skills.

Our curriculum at Hatherley Infant School and Nursery aims to:

- Stimulate children's interest in and curiosity about their surroundings.
- Create and foster a sense of wonder about the world.
- Provoke and answer questions about the natural and human world.
- Increase the children's knowledge and understanding of the world they live in.
- Inspire a sense of responsibility for the environments and people of the world.
- Help children acquire and develop their skills; especially that of enquiry, observation, measurement and collecting and sorting data.
- Allow children to learn graphic skills, including how to use, draw and interpret maps.
- Link Geography to other areas of the curriculum

## **Curriculum Planning**

### **Early Years Foundation Stage:**

Children follow the objectives set out in Development Matters – working towards the Early Learning Goal for knowledge and understanding of the world. Children look at similarities and differences in relation to places and living things.

They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes.

### **Key Stage One:**

Children follow the objectives set in the National Curriculum. The coverage of the Geography Curriculum is delivered through termly themes and is incorporated within other curriculum areas such as Maths, PSHE and Science in order to enhance and develop skills further.

Our Geography curriculum has been carefully planned in order to ensure that there is continuity and progression; allowing children to develop their knowledge about the world, the United Kingdom and their locality. In planning, teachers will often be introducing children to countries and themes that they will study more fully at Key Stages 2 and 3 and at GCSE. This will support connections within their long-term memory.

In KS1 children are taught to understand basic subject-specific vocabulary and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

The Geographical skills listed below are incorporated into the various themes:

- name and locate the world's seven continents and five oceans;
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas;
- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country;
- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles;
- use basic geographical vocabulary to key physical and human features;
- use world maps, atlases and globes to identify key areas of interest,
- Be able to use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map;
- use aerial photographs, create simple maps and use symbols to create a key;
- conduct simple fieldwork and observations to study the locality of the school and the surrounding area.

There is a focus on geographical questions such as:

**What is it like?**

**How did it get like this?**

**How and why is it changing?**

### **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.

### **Equal opportunities**

All children have the opportunity to reach their full potential in Geography regardless of gender, race, disability and faiths. Resources should be chosen to reflect the equal roles of men and women, social and economic diversity and the fact that we live in a multicultural society.

### **Children with SEND**

Children with additional needs are included in whole class lessons and teachers provide scaffolding and relevant support as necessary. The practical nature of Geography lessons creates an opportunity for the subject to be inclusive to our pupils and some children with SEND can show knowledge, skills and talent associated with the subject. For example, some SEND children can be adept at using co-ordinates.

### **EAL**

Children for whom English is an additional language are also included in whole class lessons and teachers provide scaffolding and relevant support as necessary, which may include picture prompts and or translations. Many children also enjoy sharing their own experiences of links with other countries.

### **Assessment**

In EYFS, children are assessed against the Knowledge and Understanding Early Learning Goal.

In Key Stage 1 formative assessments take place regularly in order for teachers to plan children's next steps in their learning. More summative assessments take place at the end of specific units of work in relation to the Geography programme of study, which allows teachers to comment on children's geographical skills in their end of year reports.

### **Monitoring and Review**

The monitoring of the standards of children's work and the quality of teaching in Geography is the responsibility of the subject leader. The work of the subject leader also involves supporting colleagues in the teaching of Geography, being informed about current developments in the subject and providing a strategic lead and direction for the subject within school.

## Health and safety

At all times, children are taught how to care for and handle equipment safely and with respect. When working with tools, equipment and materials, in practical and in different environments, including those that are unfamiliar, pupils will be taught:

- about hazards, risks and risk control
- to recognise hazards, assess consequent risks and take steps to control the risks to themselves and others
- to use information to assess the immediate and cumulative risks
- to manage their environment to ensure the health and safety of themselves and others
- to explain the steps they take to control risk

Risk Assessments are undertaken for activities that are conducted off site, such as fieldwork trips within the surrounding areas.

## Impact

At Hatherley Infant School and Nursery, we believe that high-quality Geography teaching gives children essential knowledge about the world, contributes to their personal development, equips them with a unique range of specialised skills, develops a specifically geographical way of understanding, and examines important questions and issues that are essential for informed citizenship. It engages, inspires and challenges so that all children are geographers.

This policy will be reviewed regularly.

Updated March 2021

Signed: \_\_\_\_\_ Date: \_\_\_\_\_ Headteacher

Signed: \_\_\_\_\_ Date: \_\_\_\_\_ Chair of Govern

