

GEOGRAPHY POLICY

HATFIELD PEVEREL INFANT AND NURSERY SCHOOL



Inspiring a Love of Learning

APPROVED BY GOVERNORS: APRIL 2026

POLICY TO BE REVIEWED: APRIL 2027

STATEMENT OF INTENT FOR GEOGRAPHY

At Hatfield Peverel Infant and Nursery School, we aim to ignite children's curiosity about the world, starting with their local environment in Hatfield Peverel and building outward to the wider world. Our curriculum helps children develop a strong sense of place, recognise different environments and communities, and begin to use geographical language and skills with confidence. This document is a statement of the aims, principles and strategies for the teaching and learning of Geography in the Early Years Foundation Stage and Key Stage 1.

AIMS

We aim for all pupils:

- To stimulate interest and a sense of wonder in the world around us.
- To study people and places and to understand how they relate to each other.
- To develop an understanding of their locality and culture as well those of others through the study of other places.
- To help children develop an awareness of the environment and their responsibility to care for it.
- Develop children's geographical understanding and ability in specific geographical skills.
- To show the children how to use a variety of geographical resources.
- Help children gain and develop the skills and confidence to investigate, problem solve and make decisions.
- Develop a sense of identity by learning about the United Kingdom and its relationship with other countries.

PRINCIPLES FOR THE TEACHING OF GEOGRAPHY

The foundations for geographical understanding will be developed through:

- The use of maps, atlases and photographs to locate and study places.
- Looking at the physical and human features of places.
- Comparing places through similarities and differences.
- Investigating how places are changing and the factors behind this.
- Developing empathy for people living in different places.
- Developing Geographical language.

Whilst teaching Geography we also endeavour to improve pupils' skills in literacy, Science and ICT, develop pupils' thinking skills, promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues and develop pupils as active citizens.

EXPECTATIONS

During the early years foundation stage, children in Nursery and Reception will work towards the geographical aspects of the 'Development Matters' and Early Learning goals for knowledge and Understanding of the World.

We follow the National Curriculum, Geography programmes of study for Key Stage 1. Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

- name and locate the world's 7 continents and 5 oceans
- name, locate and identify characteristics of the 4 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 refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple plan; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its ground and the key human and physical features of its surrounding environment.

In Key Stage 1 teaching is topic based and dependent on topic is either timetabled weekly or blocked together in half termly units. This enables teachers to adopt a more flexible approach to the teaching of Geography, allowing opportunities for field work and outside visitors. Year 1, this is planned through the 'adapted and linked provision' approach. This means the children can independently and creatively interact with the resources provided.

For children in the Nursery and Foundation Stage, Geography is developed through the learning area of 'Knowledge and Understanding of the World' (see Early Years policy).

We encourage pupils to take an active role in their learning and provide opportunities for children to develop the key skills of communication as well as improve their own learning performance.

Geography is celebrated throughout the school through displays, themed weeks and assemblies.

PLANNING

Based on the aims and objectives set out in the National Curriculum, we ensure that these are covered throughout our Geography planning and our Geography progression maps which identifies the skills, knowledge and vocabulary taught. Activities are put in place and sequenced so that progression is shown throughout the school.

ASSESSMENT AND MONITORING

Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and adapted provision – so we can take some additional or different action to enable pupils to learn more effectively.

We assess children's work in Geography by making informal judgements as we observe them during each Geography lesson and throughout continuous provision. On completion of a piece of work, the teacher marks the work and comments as necessary, following our school's feedback and marking policy. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. Geography statements on Insight are then completed each term to identify if pupils are working towards, expected or above the expected level.

Monitoring geography within the school and the progress of the children is carried out by a number of staff members ranging from the Geography Lead, Classroom Teacher, Learning Support Assistants, and the Headteacher.

The Geography Lead scrutinises samples of children's work across the school in individual topic books, floor books and photos are also uploaded to tapestry. The work of the Geography Lead involves supporting colleagues in the teaching of Geography and providing a strategic lead and direction for the subject in school. Monitoring of Geography takes place throughout the school by:

- Observations of individual lessons.
- Discussion with both adults and children (staff and pupil voice).
- Looking at classroom displays.
- Observation of children's work.
- Assessment of pupils work and achievement.
- Planning analysis.

SPECIAL EDUCATIONAL NEEDS

Our Geography curriculum is designed to be fully inclusive, ensuring that pupils with special educational needs can access learning meaningfully and make progress. Teaching is adapted through practical, hands-on experiences, visual supports, simplified language and carefully structured activities that reflect individual needs. Staff provide targeted support to help children develop early geographical skills, such as observing environments, using simple maps and exploring places, while maintaining high expectations for every learner. A nurturing, well-scaffolded approach ensures all children can participate, contribute and develop curiosity about the world around them.

RESOURCES

Geography resources are kept centrally for all staff to access, in labelled doors in the corridor, or garden shed. As part of their geographical work, all children have the opportunity to access ICT and a variety of data, such as maps, cameras, tuffcams, google maps, and interactive globes. They also have opportunities to use the following resources: globes, maps, atlases, pictures, photographs and ariel photographs, compasses, measuring equipment, cameras, books and games.