



# Geography Policy

Approved by:  
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by:

Signed by:

Headteacher

Date: February 2026

Chair of governors

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## **Statement of intent**

Geography develops pupils' understanding of the world in which they live through the study of place, space and environment.

Whilst geography provides a basis for pupils to understand their role within the world, by exploring locality and how people fit into a global structure, the subject also encourages children to learn through experience, particularly through practical and fieldwork activities.

Through the teaching of geography, Pear Tree Infant school aims to:

- Increase pupils' awareness, knowledge and understanding of other cultures.
- Develop pupils' graphic skills, including how to use, draw and interpret maps.
- Make pupils aware of environmental problems at a local, regional and global level.
- Encourage pupils to commit to sustainable development.
- Develop a variety of skills, including those in relation to problem-solving, ICT and presenting conclusions in the most appropriate way.

# 1. Legal framework

1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2013) 'National curriculum in England: geography programmes of study'
- DfE (2023) 'Statutory framework for the early years foundation stage'

# 2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring a broad and balanced geography curriculum is implemented in the school.
- Ensuring the school's geography curriculum is accessible to all pupils.

The headteacher will be responsible for:

- The overall implementation of this policy.
- Ensuring the school's geography curriculum is implemented consistently.
- Ensuring appropriate resources are allocated to the geography curriculum.
- Ensuring all pupils are appropriately supported.
- Appointing a member of staff to lead on the school's approach to teaching geography.

The geography lead will be responsible for:

- Maximising pupils' potential attainment and achievement and taking lead accountability for pupil progress.
- Leading, managing and developing the school's geographical provision.
- Preparing policy documents, curriculum plans and schemes of work for geography.
- Reviewing changes to the national curriculum and advising on their implementation.
- Monitoring the learning and teaching of geography, providing support for staff where necessary.
- Organising the deployment of resources and carrying out an **annual** audit of all geography resources.
- Leading staff meetings and providing staff members with the appropriate training.
- Advising on the contribution of geography to other curriculum areas.

Class teachers will be responsible for:

- Acting in accordance with this policy.
- Liaising with the geography lead about key topics, resources and supporting individual pupils.
- Ensuring that all relevant statutory content is covered within the school year.
- Monitoring the progress of pupils in their class and reporting this on an **annual** basis.
- Reporting any concerns regarding the teaching of the subject to the geography lead or a member of the SLT.
- Undertaking any training that is necessary to teach the subject effectively.

### **3. Early years provision**

During Reception, in accordance with the 'Statutory framework for the early years foundation stage', focus will be put on the seven early learning goals (ELGs), with the geographical aspect of pupils' work relating to the objectives set out within the framework. The ELGs cover:

1. Communication and language: listening, attention and understanding; and speaking.
2. Personal, social and emotional development: self-regulation, managing self, and building relationships.
3. Physical development: gross motor skills and fine motor skills.
4. Literacy: comprehension, word reading, and writing.
5. Mathematics: number and numerical patterns.
6. Understanding the world: past and present; people, culture and communities; and the natural world.
7. Expressive arts and design: creating with materials; and being imaginative and expressive.

### **4. The national curriculum**

- 4.1. The national curriculum is followed and provides a full breakdown of the statutory content to be taught within each unit.

#### **KS1 objectives**

##### **Locational knowledge**

- Name and locate the world's seven continents and five oceans.
- Name, locate and identify characteristics of the four countries and capital cities which make up the UK and its surrounding seas.

##### **Place knowledge**

- Understand the geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country.

##### **Human and physical geography**

- Identify seasonal and daily weather patterns in the UK.
- Locate 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: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.
  - Key human features: city, town, village, factory, farm, house, office, port, harbour and shop.

##### **Geographical skills and fieldwork**

- Use world maps, atlases and globes to identify the UK and its countries, as well as any other countries, continents and oceans studied.
- Use simple compass directions (i.e. North, South, East and West), and locational and directional language, to describe the location of features and routes on a map.
- Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and construct basic symbols in a key.
- Use simple fieldwork and observational skills to study the geography of the school its grounds and identify the key human and physical features of the surrounding environment.

## **5. Cross-curricular links**

5.1. Wherever possible, the geography curriculum will provide opportunities to establish links with other curriculum areas.

### **5.2. English**

- Pupils are encouraged to use their speaking and listening skills to describe what is happening.
- Pupils' writing skills are developed through recording findings and creating reports.
- Pupils' vocabulary is developed through the use and understanding of specialist terminology.

### **5.3. Maths**

- Pupils use their knowledge and understanding of measurement and data handling.
- Where appropriate, pupils record findings using charts, tables and graphs.
- Pupils use data analysis in order to identify patterns.

### **5.4. Science**

- Pupils use their knowledge of the natural world to identify and analyse features of physical geography.
- Pupils' investigative and practical skills are developed through the use of fieldwork and problem-solving activities.

### **5.5. ICT**

- ICT will be used to enhance pupils' learning.
- Pupils will use ICT to locate and research information.
- ICT will be used to record findings, using text, data and tables.

### **5.6. Spiritual development**

- Pupils' development will be focussed on the vastness of the world, encouraging an appreciation and fascination.
- Pupils are encouraged to think about the effect of humans actions on the environment.
- Current geographical developments and issues will be discussed in the classroom, where appropriate.

## **6. Teaching and learning**

- 6.1. Pupils will be taught to describe key characteristics and associated processes in common language, as well as understand and use technical terminology and specialist vocabulary.
- 6.2. Pupils will undertake independent work, and have the opportunity to work in groups and discuss work with fellow classmates.
- 6.3. Lessons will allow for a wide range of geographical, enquiry-based research activities, including the following:
  - Questioning, predicting and interpreting
  - Practical experiences
  - Collaborative work
  - Role-play and discussions
  - Problem-solving activities
  - Classifying and grouping
- 6.4. Lessons will involve the use of a variety of sources, including maps, graphs, pictures and videos.
- 6.5. The classroom teacher, in collaboration with the lead teacher, will ensure that the needs of all pupils are met by:
  - Setting tasks which can have a variety of responses.
  - Providing resources of differing complexity according to the ability of pupils.
  - Setting tasks of varying difficulty depending on the ability group.
  - Utilising teaching assistants to ensure that pupils are effectively supported.
- 6.6. Opportunities for outdoor learning and practical work will be provided wherever possible, such as investigating local environmental problems.
- 6.7. Each year group will have the opportunity to undertake an external educational visit.

## **7. Planning**

- 7.1. All relevant staff members are briefed on the school's planning procedures as part of staff training.
- 7.2. Throughout the school, science is taught as a discrete lesson and as part of cross-curricular themes when appropriate.
- 7.3. Teachers will use the key learning content in the DfE's statutory guidance 'National curriculum in England: geography programmes of study'.
- 7.4. Lesson plans will demonstrate a balance of interactive elements used in teaching, ensuring that all pupils engage with their learning.
- 7.5. Long-term planning will be used to outline the units to be taught within each year group.
- 7.6. Medium-term planning will be used to outline the vocabulary and skills that will be taught in each unit of work, as well as highlighting the opportunities for assessment.
- 7.7. Medium-term plans will identify learning objectives, main learning activities and differentiation.
- 7.8. Short-term planning will be used flexibly to reflect the objective of the lesson, the success criteria and the aim of the next lesson.
- 7.9. Short-term planning is the responsibility of the teacher. This is achieved by building on their medium-term planning, taking into account pupils' needs and identifying the method in which topics could be taught.
- 7.10. All lessons will have clear learning objectives, which are shared and reviewed with pupils.

## **8. Assessment and reporting**

- 8.1. Throughout the year, teachers will plan ongoing creative assessment opportunities in order to gauge whether pupils have achieved the key learning objectives.
- 8.2. Assessment will be undertaken in various forms, including the following:
  - Talking to pupils and asking questions
  - Discussing pupils' work with them
  - Marking work against the learning objectives
  - Specific assignments for individual pupils
  - Observing practical tasks and activities

- 8.3. Formative assessment, which is carried out informally throughout the year, enables teachers to identify pupils' understanding of subjects and informs their immediate lesson planning.
- 8.4. In terms of summative assessments, the results of end-of-year assessments will be passed to relevant members of staff, such as the pupil's future teacher, in order to demonstrate where learners are at a given point in time.
- 8.5. Parents will be provided with a written report about their child's progress during the Summer term every year.
- 8.6. Verbal reports will be provided at parent-teacher interviews during the Autumn and Spring terms.
- 8.7. Pupils with SEND will be monitored by the SENCO, and the appropriate support will be put in place.

## **9. Monitoring and review**

- 9.1. This policy will be reviewed on an annual basis by the head teacher.
- 9.2. The geography lead teacher will monitor teaching and learning in the subject at the school, ensuring that the content of the national curriculum is covered across all phases of pupils' education.
- 9.3. Any changes made to this policy will be communicated to all teaching staff.