



Learning Together, Success Forever

Whole School Policy for Geography

Written: January 2025

To be reviewed: January 2026

Signed _____ (Chair of Governors)

Signed _____ (Head teacher)

1. The intent of the geography curriculum

The Geography curriculum, at Manor Park Infant and Nursery School, is designed to inspire pupils with a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. It is our aim to instil a love of geography in all our children.

Through the acquisition of geographical knowledge, we aim to equip pupils with a deep understanding of diverse places, people, resources, natural and human environments; as well as understanding key physical and human processes.

By revisiting these areas of learning regularly, children will remember and understand more. Our curriculum is sequenced to enable pupils to gradually widen their sense of scale from their immediate geography to the global.

Within the Geography curriculum children develop knowledge and skills that are transferable to other curriculum areas and which can and are used to promote their spiritual, moral, social and cultural development. As pupils progress, their growing knowledge about the world, will help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

We want our children to gain confidence and have practical experiences of geographical knowledge. This will help develop an understanding and skills that explain how the Earth's features at different scales are shaped, interconnected and change over time.

We aim to increase children's knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural community and country.

The implementation of the geography curriculum

➤ Meeting the aims of the National Curriculum

To ensure high standards of teaching and learning in geography, we implement a curriculum that is progressive throughout the whole school which enables all children to gain real, practical or field based experiences, skills and understanding. Planning in school is structured systematically and has been tailored to the needs of our children and to reflect our locality.

Our geography curriculum focuses on knowledge and skills stated in the National Curriculum which provides a framework outlining the knowledge and skills taught in each year group and Key Stage.

We ensure that all pupils make progress in geography by developing:

- Geographical skills and fieldwork
- Locational knowledge
- Place knowledge
- Human and physical geography.

➤ Learning sequence and repetition

- Teachers know their children's prior learning, and are mindful of their own end points in relation to the expectations contained in subsequent years. A coherently planned and sequenced set of lessons is taught using our progression of knowledge and skills document which consistently builds on previous understanding to embed key concepts in the long-term memory (please refer to long term and medium term planning).

- This repetitive approach ensures that geographical skills, knowledge and concepts are weaved throughout every year group in order to encourage purposeful repetition to ensure the progressive development of concepts, knowledge and skills. Prior knowledge makes abstract ideas more meaningful to pupils, and therefore easier to comprehend and learn.
- Children have opportunities to revisit, apply and extend what they have already covered to ensure that learning is both cumulative and permanent. We believe that this is the best way for children to develop the knowledge and skills needed for mastery of a subject.

➤ **In each geography unit we aim to:**

- An enquiry question that drives the learning and skills throughout each unit of work.
- An exciting hook which instantly engages the pupils in their learning.
- A cross curricular approach, which is often employed, providing opportunities for reading, writing and maths as well as dance, drama, art and music, allowing pupils to assess the significance and impact of a person, event or period.
- Practical and field based learning where appropriate.
 - Pupils making use of their prior learning in order to move their geographical understanding forward.
 - Teachers systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene and doing so with notable impact on the quality of learning.

➤ **The language of geography**

Teachers have high expectations of children to use discussion to further learning. Children are increasingly expected to give precise explanations, using technical and geographical terminology appropriately. Teachers model this practice, using the correct language within all learning (see medium term planning for key vocabulary for each unit of work).

Each unit is started with a Knowledge Organiser where children have access to key vocabulary and concepts in order to understand and readily apply their skills in a purposeful context. The promotion of a language rich geography curriculum is essential to the successful acquisition of knowledge and understanding in geography.

➤ **Geography in the Early Years (EYFS)**

The majority of geography learning is taught through Knowledge and Understanding of the World in the EYFS. Children are supported in developing the knowledge, skills and understanding that help them to make sense of the world. Their learning is supported through offering opportunities for them encounter a variety of maps, different people and their cultures and to investigate their immediate and local environments – indoor and outdoor.

Focussed activities are planned to incorporate these opportunities, linked to a topic or theme of learning. Provision, where children have the opportunity to engage in self-initiated activities in order to develop their geographic skills, curiosity and a widening vocabulary, is planned weekly. The geography curriculum in the EYFS enables children to:

- Observe, find out about, and identify features in the place they live and the natural world;
- Begin to know about their own cultures and beliefs and those of other people;
- Find out about their environment, and talk about those features they like and dislike.

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We recognise the need to cater for children with special educational needs. Work is differentiated to assist in children's learning in terms of:

- learning outcomes
- tasks
- teaching methods
- resources

Tasks should be broken down into small steps, giving children achievable goals. Where possible, vocabulary should be pre-taught. Word banks and visual cues should be provided, using symbols and words (using Widgit online). All activities should reinforce pupils understanding of the subject. Likewise, more able pupils are given open-ended tasks and opportunities for further research and more challenging study.

2. The Impact of the Geography Curriculum

The impact and measure of our Geography curriculum is to ensure that children at Manor Park are equipped with geographical knowledge and skills that will enable them to be ready for the curriculum at Key Stage 2 and for life as an adult in the wider world.

By the time the children at Manor Park leave our school, they should have developed:

- A sense of curiosity and passion to find out about the world around them.
- Experience and appreciation of their local area.
- Be proud of their heritage and to value other cultures.
- Gain a deeper understanding of different parts of the world that they may not have experienced.
- Become responsible citizens, understanding the importance of sustainability, being eco-friendly and aware of factors that are impacting our environment.