



Headteacher

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Hartington C of E Primary School

"Caring & sharing as part of God's family"

"Loving our neighbour as we love ourselves" - Luke 10:27

Geography Policy

Hartington C of E Primary School

Written: December 2023

Reviewed December 2025

The Importance of Geography in Primary Schools:

"Geography grew as one of the earliest disciplines, from human experiences of exploring the world, in making sense of the location and distribution of places, in understanding the similarities and differences between places, in observing the patterns places create in the world around us, in discerning the processes, influences and effects that interrelate to produce places and patterns as they are and as they change, and in considering what actions are needed to create places that better fulfil human needs and interests." **Geographical Work for Primary and Middle Schools**

Intent

In Hartington C of E Primary School, we believe that Geography teaching in the primary school is about developing an understanding of our world, through experience, investigation and learning from secondary sources. Geography helps children to gain a greater understanding of the ways of life and cultures of people in other places. This will help to enable children to take responsibility for their role in society and to develop a caring attitude towards other people, animals and plants in our environment. Geography is concerned with the study of places, the human and physical processes which shape them and the people who live in them and where possible and relevant, making reference and links to the school's vision and Christian ethos. Within this subject children study environments, both near and far to their own location.

Children study their local area and contrasting places in the United Kingdom and other parts of the world. They also compare and contrast the changes over time in a fixed place; note these and aim to understand them. The study of the local area forms an important part of the geography taught at our school and activities are planned to build upon the children's knowledge and understanding of the local area, as well as further afield.

Aims:

Through our teaching of Geography, we aim to:

- Develop children's geographical understanding and competence in specific geographical skills.
- Help children acquire and develop the skills and confidence to undertake investigation, problem solving and decision making.
- Stimulate the children's interest in and curiosity about their surroundings.
- Create and foster a sense of wonder about the world.
- Inspire a sense of responsibility for the environment and people of the world we live in.
- Increase the children's knowledge and awareness of our changing world, so that they will want to look after the Earth and its resources and think about how it can be improved and sustained.
- Begin to develop respect for, and an interest in, people throughout the world regardless of culture, race and religion.
- Develop a sense of identity by learning about the United Kingdom and its relationship with other countries.
- Provide an ambitious curriculum that is accessible to all the children in the school, regardless of their starting points.
- Build upon future and provide a strong foundation for future learning by sequencing the curriculum in a way that develops skills and knowledge in a sequential manner that is natural and makes sense to the children.

Implementation:

Hartington C of E Primary School will ensure coverage of the Primary Geography National Curriculum 2014 by means of following the strands laid down in the current Programmes of Study.

Foundation Stage (EYFS)

During the Foundation Stage, children will work within the EYFS framework to learn Geography in a cross-curricular manner that encourages enquiry, vocabulary development, spatial awareness and knowledge and understanding of the local and wider world and the connections it has with human beings. Changes in environments over time and ways that human activity can influence this is introduced. Children will learn geographical skills through play and largely practical means, for example walking in the local environment, using small world equipment and story stones to make maps, using books and meaningful dialogue with practitioners to bring the subject to life and showing other places and cultures in a positive light. It is important to us that young children are introduced to a variety of materials and viewpoints and are able to build upon their knowledge in a manner that is suitable for such young minds.

By the end of Key Stage 1, most children will be expected to:

- Describe the main features of localities and recognise their similarities and differences.
- Recognise where things are and why they are as they are.
- Recognise changes in the environment of localities and how people affect the environment.
- Find out and express views about people, places and environments by asking and answering questions and by using their own observations and other geographical skills and resources.

By the end of Key Stage 2, most children will be expected to:

- Explain the physical and human characteristics of places and their similarities and differences, and know the location of significant places and environments in the UK, Europe and the World.
- Explain patterns of physical and human features, and recognise how selected physical and human processes cause changes in the character of places and environments.
- Describe how people can damage and improve the environment and recognise how and why people may seek to manage environments sustainably.
- Undertake geographical enquiry by asking and responding to questions, identifying and explaining different views and using a range of geographical skills, resources and their own observations.

The programmes of study for both Key Stage 1 and 2 are based on:

- Locational knowledge;
- Place knowledge;
- Human and Physical geography;
- Geographical skills and fieldwork.

Teaching should ensure that geographical enquiry skills are used when developing knowledge and understanding of places, patterns and processes and environmental change and sustainable development. Changes in places over time and the connectedness of the human and natural environment are a key theme throughout the curriculum. Children are to be encouraged to 'think like geographers', in that they can transfer knowledge about one process or phenomenon and transfer that learning to another. The curriculum is sequenced so that knowledge is built upon year on year and prior learning is referred to so that the children understand where the new learning fits in.

Assessment

Children demonstrate their ability in geography in a variety of different ways. During planning, key learning objectives are identified and these will be referred back to during assessment. The learning objective should form the title of the piece of work. Teachers will assess children's work through a combination of formal and informal tasks, for example:

- observation of children's work;
- questioning pupils;
- discussion;
- oral presentations;
- monitoring pupils' written and pictorial work.

Inclusion and Equal Opportunities:

All pupils are entitled to access the Geography Curriculum regardless of race, creed, ability or gender. They must have regular access to history appropriate to their age, ability and stage of development. We strive to meet the needs of pupils with special educational needs, those with disabilities, and who show a particular gift and talent.

Impact

Work will be assessed in line with the current Assessment Policy. The annual report to parents will include a statement related to the children's achievement in science. All teachers of geography will pass their class results to the science co-ordinator (Mrs K Fletcher) to be analysed and verbal feedback will be given to members of staff.

Role of Teachers:

Teachers at Hartington C of E Primary School will:

- Plan and deliver the geography curriculum following the guidelines in this document.
- Follow the geography Programmes of Study as laid down in discrete planning documents.
- Undertake CPD as recommended by the geography Coordinator.
- Look after the resources and keep geography areas neat, safe and accessible.
- Ensure, where appropriate, work is displayed in an informative and stimulating way.

- Consider and minimise risks for all activities and systematically teach pupils to take responsibility for determining the risks to themselves and others.
- Notify the co-ordinator of any extra resources required, of any breakages or losses that occur and of any new materials, books, DVDs etc. that might prove useful.

Roles of the Subject Coordinator:

- Monitoring the teaching and learning of geography and using this to inform the development of the subject across the school;
- Taking a lead role in policy development and review;
- Reviewing planning and schemes of work;
- Auditing staff needs and providing INSET as required;
- To liaise with outside agencies and attend subject-specific courses;
- To report to the Head Teacher and Governing Body on geography- related issues;
- To plan and organise the allocation and purchasing of resources in accordance with available budget;
- To take a lead role in Education Outside the Classroom across the school and to assist in identifying and attending suitable fieldwork opportunities in the local area and beyond;
- To assist in preparing risk assessments related to fieldwork as and when required;
- To manage and oversee the resources and ensure they are available and in a good condition in the geography cupboard.

Review Date

The Hartington C of E Primary School Geography Policy is to be reviewed every two by the Geography Coordinator.

Written: December 2023

Reviewed December 2025



Derbyshire Healthy
Schools Community
Award

