



## Geography Policy

Reviewed by	Jess Finlay	Authorised by	WGB Committee
Last Review	Spring 2026	Date	January 2026
Next Review	Spring 2028	Review Cycle	2 Years

### 1. INTRODUCTION

Freerounds Infant School is a Rights Respecting school. Children and adults work together to recognise and act upon the rights of the child within our school, our local community and the wider world. We believe that by understanding their own rights children learn to respect and value the rights of others. This policy exemplifies these rights and our practise aims to ensure that the following rights are adhered to:

In this Policy we specifically recognise the following articles from the UN convention on the Rights of the Child:

Article 3 The best interests of the child must be a top priority in all decisions and actions that affect children.

Article 12 Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.

Article 13 Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

Article 17 – Every child has the right to get information in lots of ways as long as it’s safe.

Article 28 Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child.

Article 29 Education must develop every child’s personality, talents and abilities to the full.

### 2. SPECIAL EDUCATIONAL NEEDS AND EQUAL OPPORTUNITIES

Freerounds Infant School is committed to offering equal opportunities for all, regardless of race, religion, gender, ability or disability.

### 3. RATIONALE

Our vision for Geography is to provide opportunities for pupils explore and explain the world that we live in. Geography is taught as part of our exciting, topic led curriculum. We use real places and real experiences as far as practically possible to make geography come alive for our children.

The National Curriculum focuses on locational knowledge, place knowledge, human and physical geography and geographical skills and fieldwork.

Geography is taught through enquiry-based learning, which includes open-ended activities where the children are discovering things for themselves and more structured activities lead by the teachers. Our approach to Geography enables children to develop an understanding of the relationship between people and the environment. The children can make connections and their learning is contextualised. Opportunities for fieldwork are provided through the exploration of our school grounds and the local area of Hedge End.

As a Rights Respecting School, all pupils, staff and visitors have the right to be healthy, safe, educated, listened to and treated fairly. These principles are at the heart of our school ethos, and our policies and practices support these rights. We are committed to equal rights, mutual respect and shared responsibility.

### Aims

The school aims to provide an education that will:

- help children to enjoy Geography and geographical enquiry;
- foster children's sense of wonder at the beauty of the world around them;
- help children to develop an informed concern about the quality of the environment and the future of the human habitat;
- stimulate children's interest in their surroundings and in the variety of physical and human conditions on the earth's surface;
- enhance children's sense of responsibility for the care of the earth and its people;
- encourage children to engage in an enquiry approach to Geography;
- develop in children an awareness of place both near and far;
- promote understanding of what it means to live in one place rather than another.

### 4. GUIDELINES

We will:

- create medium term plans using the National Curriculum and Early Years Framework;
- encourage pupils to develop an appreciation and understanding of the world and their place in it, initially building knowledge of the local area and subsequently developing and applying this to a wider range of regions, countries and continents of the world;
- explore diverse places, people, resources and environments, with appreciation of human and physical characteristics;
- encourage the exploration of their own local area to develop geographical skills and knowledge and challenge pupils to make connections between their local surroundings and that of contrasting areas to provoke and provide answers to questions about the natural and human aspects of the world;

- give careful thought to task design to ensure learning is accessible to all children; provide our children with a Geography curriculum that promotes a sense of enjoyment and wonder in children's own creative and imaginative abilities. This leads them to question and reflect upon what they value in the world, as well as appreciating and valuing what other designers have created. Opportunities for exploring spirituality within the Geography curriculum are identified in the medium term plans.;
- ensure Geography is open to all children, of whatever age, gender, ethnic origin, ability and social background because it engages children in real questions, issues and problems, and is concerned with the real world and real people within it. Care is taken to avoid cultural or gender stereotyping when selecting resources and planning activities;
- ensure cultural diversity is explored and celebrated through studies of other countries and cultures;
- use first hand experiences are provided either in the immediate locality of the school, the local neighbourhood or the wider area; for example, map work and a study of local amenities and shops a result of Year 1's walk around the local area.

#### 5. Assessment

Achievements of pupils in Geography are recorded half termly by class teachers against specific outcomes and are reported to parents at the end of each school year. Methods of assessing include informal discussion, observation, pupil conferencing, moderating against NC levels and comparing outcomes against learning outcomes.

End of year attainment data is collated by the Geography leader at the end of the academic year and added to the position statement.

#### 6. Monitoring

The Geography leader is responsible for monitoring the standards in Geography. At Freegrounds we use an established system and monitoring cycle to effectively to gain an insight into the teaching and learning. This enables the subject leader to gain a clear insight into standards in teaching and learning, the quality of teaching and learning and the children's perspective of Geography. It enables the leader to reflect and analyse the impact and effectiveness of our curriculum within the classroom and across the school. Following this a position statement is written and shared with the Head Teacher, SLT, staff and governors. The Geography leader supports colleagues in the teaching of Geography, by giving them information about current developments in the related areas, providing training on recent developments and through coaching.

#### 7. Computing

Opportunities for the use of Computing, which enhance children's learning of Geography and links with Computing, are indicated in the scheme of work. Computing facilities and features support teaching and learning, such as internet sources of information and appropriate software. Children use iPads and chrome books to support their research in Geography lessons. The use of Computing can help children's learning in Geography:

- by enhancing their skills of geographical enquiry;
- by providing a range of information sources to enhance their geographical knowledge;
- by supporting the development of their understanding of geographical patterns and processors;
- by providing access to images of people, places and environments;
- by contributing to pupil's awareness of the impact of Computing on the changing world

They will follow our Internet and Computer Acceptable use policy.

## 8. Health and Safety

Risk assessments are completed for any off-site activity. They are uploaded to Evolve For the EVC coordinator to approve. Refer also to Health and Safety Policy.

Version control:	V1 17 <sup>th</sup> January 2026 Rationale: slight alter to sentence. ICT changed to Computing
------------------	--