



St Faith's

Church of England
Infant and Nursery School

Curriculum Policy for Geography

Introduction

As a Church School, the distinctive Christian values of respect, compassion, trust, justice, friendship and community are promoted through the experiences we offer to all our pupils, to give pupils the knowledge, skills and understanding that they require to lead confident, healthy and independent lives. We promote the teaching and understanding of fundamental British values in order to prepare pupils for life in modern Britain. We positively teach the values of democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Teaching the fundamental British values helps the children to become informed, active and responsible citizens. Our School values are discussed regularly in classes and as a whole school. Each value can be readily linked to the learning of Geography at St Faiths.

This policy outlines the purpose, nature and management of **Geography** in our school. It reflects the consensus of all members of staff. It is based on current practice and has the full agreement of the governing body. The implementation of this policy is the responsibility of the Head teacher, teaching staff and support staff. It is our collective responsibility to raise awareness and that all policies are known, understood and used in an appropriate way.

Vision for teaching

The teaching of geography is lively and engaging, involving a blend of imaginative approaches that direct the children's learning. The children are provided with good support but are also encouraged to work independently with confidence when required. The children will also be encouraged to initiate their own learning, using and applying skills that they have acquired. In Early Years, children are given a range of learning opportunities based on a combination of adult led and child initiated activities. These are planned to inspire and challenge young children, and to investigate the world around them.

In Key Stage One, the pitch and pace of lessons ensure that children make good progress as teaching expectations are high.

A strong interdependence of speaking and listening underpins our provision in all year groups, and children are taught to recognise their progress and attainment, and to reflect on their learning. Children are given opportunities, with adults, to identify and review their targets for

learning, and teaching is based on accurate assessment of children's prior knowledge, understanding and skills. Early intervention is put into place for children making less than expected progress.

Geography Intent

- In Geography, we strive to engage and inspire children to develop their knowledge and understanding of the world in which we live.
- We aim to support children in their learning of both physical and human geography (in line with Development Matters for Early Years and the National Curriculum for Key Stage One).
- Children acquire geographical skills and fieldwork experience.

Implementation of Geography

- Through use of the Progression and Skills document for geography, children are enabled to learn and retain their knowledge and understanding in Geography by building on their prior learning.
- Teachers assess children in their class, and provide learning opportunities to ensure progression in Geography, in line with Development Matters (Understanding the World and Mathematics), and the National Curriculum.
- All learners will be supported in line with the school's commitment to inclusion, through careful planning that is adapted to stretch, guide and support every member of every class.

Early Years

In the EYFS, the ways in which every child engages with other people and their environment (playing and exploring, active learning, and creating and thinking critically) underpins learning and development across all areas, and support the child to remain an effective and motivated learner.

Children are taught Geography from experiences linked to statements in the Development Matters document (Understanding the World, and Mathematics). Children learn about the natural world; they know there are different countries in the world, and begin to compare their experiences with those of others.

Children learn about simple maps and routes, and can use positional and geographical language to discuss and describe them.

Children are offered a range of opportunities to explore and learn about their locality, and have regular trips to our West Common, church, and local shops as part of their learning.

Key Stage One

Children acquire location knowledge, place knowledge, human and physical geography knowledge, and glean geographical and fieldwork skills, in accordance with the National Curriculum. This is achieved through a range of activities, some teacher-led and others independently executed. Experiential opportunities are offered whenever possible.

In Key Stage One, Geography is taught through half termly topics throughout the year, so that children can acquire depth of knowledge and understanding as they progress through the school. Careful consideration has been given to ensure progression in geography is achieved (in location knowledge, place knowledge, human and physical geography knowledge, and in the development of children's geographical skills and fieldwork opportunities).

Cross-curricular opportunities arise from the teaching of geography through topics. Our local community is fully utilised, as appropriate, with opportunities for learning outside the classroom embedded in practice. This includes outdoor learning and 'Forest Schools' type activities on a regular basis.

Impact of Geography

- Children will have good knowledge and understanding of Geography. (Location knowledge, place knowledge, human and physical geography), and will be able to articulate this.
- Children will demonstrate fieldwork and map reading skills.
- Children will show good progress in all areas of geography as they move through the school.
- Children will be inspired and excited about the learning of geography, and will see themselves as competent geographers.

The distinctive Christian values of respect, compassion, trust, justice, friendship and community are promoted through the experiences we offer to every child, in all areas of the curriculum.

Assessment

In this subject, we use three main types of assessment to help us to support all pupils in their achievement:

- **In school formative assessment** is our day to day assessment, based on what children show us they can do in a lesson. This can be in the form of observation, discussion, feedback, questioning, note taking, photo or video evidence, use of Tapestry or marking and is used to guide the teachers planning for the next lesson.

- **In school summative assessment** is usually carried out at the end of a topic or a term. This can be in the form of the above, or in the form of a quiz or an independent task or activity. It measures what particular level a child has reached in their learning and whether they are below, at or above the nationally expected level for their age. In this school, we track progress across each year group in 4 stages: emerging, developing, secure and secure +. This information is recorded onto the school's tracking system and discussed amongst staff to identify any less effective areas of the curriculum, or pupils who need additional support and intervention.

- **Nationally standardised summative assessments** are carried out at statutory times. Geography is assessed as Understanding the World at the end of the Foundation Stage (Reception) for the EYFSP.

Monitoring and Evaluation

Each year the subject leader monitors the provision and implementation of Geography across the school. This takes place in the form of lesson observations, pupil interviews, planning and work scrutiny.

Hazel Talbot
March 2026

Review

Approved by the governing body on:-	
Signed (Governor)	
Signed (Subject Leader)	Hazel Talbot
Review Date	March 2027

West Parade
Lincoln LN1 1QS

Tel: 01522 888988

Email: enquiries@st-faiths.lincs.sch.uk

Headteacher **Mrs A.J. Konrath** B.Ed (Hons)
Linc^oshire County Council



