



# Hampton Hargate Primary School

## Geography Policy

Date: SPRING 2026  
Review date: SPRING 2028

Hampton Hargate Primary School believes that all children, regardless of ability and behaviour are valued equally. Groups of pupils (eg. SEND pupils, children in care, EAL pupils etc) are not viewed as separate but are part of the whole school approach. As a Dyslexia Friendly School, we understand the importance of pupils acquiring literacy and numeracy whilst promoting a broad and balanced curriculum, accessible to all. We recognise that different children's needs are met through varied and flexible provision and the use of different styles of teaching & learning throughout the curriculum. Every Child Matters (ECM) is an important part of the school ethos and we encourage all staff, governors, visitors, helpers etc to play their part in promoting this. This policy therefore applies to all our children, regardless of their gender, faith, race, culture, family circumstances or sexuality.

This school is committed to safeguarding and promoting the welfare and safety of all children and expects all staff to share in this commitment. All staff must follow the guidelines set out in the relevant section of **myconcern®** which is available online.

This policy reflects the values, ethos and philosophy of Hampton Hargate Primary School in relation to the teaching and learning of Geography.

## **Intent**

Geography forms an integral part of our school curriculum. Through Geography, we aim to capture children's natural curiosity about the world, promote respect for the environment and raise awareness about diverse locations and communities. We want to inspire children to become engaged global citizens who make conscious decisions towards their futures.

Our Geography curriculum has been designed to equip children with both a breadth and depth of knowledge and skills required to be an inquisitive individual. We strive to ensure that our Geography topics provide pupils with competence in geographical skills including fieldwork, map skills and factual knowledge supporting a well-rounded, exciting learning experience. Children are taught to make comparisons of the environment and community at different levels, including local, national and international.

Across the school, the Geography curriculum is carefully sequenced ensuring progression in content, skills and vocabulary. Our curriculum is taught through topic themes where children are able to develop an insight into a range of physical and human processes and their connectedness. Children will further embed their understanding of geographical knowledge as they reflect, revise and revisit previous learning demonstrated through our progression maps. We seek to foster inquisitive children who are equipped with the necessary knowledge and skills they will need as they move to KS3 and beyond.

## **Aims**

At Hampton Hargate Primary, we ensure that the Geography aims follow that of the National Curriculum (2014).

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
  - o collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - o interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
  - o communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

## **Implementation**

Elements of Geography are delivered to Foundation Stage children through their own, tailored curriculum (Knowledge and Understanding of the World) and are incorporated into termly topics. Here, the children will explore places, people, communities and the world.

In Key Stage 1, much of the Geography work focuses on the local area and encourages the children to appreciate what they already have available nearby; enhancing their locational awareness. The children also have opportunities to learn about the wider world and compare contrasting places to their own locality.

In Key Stage 2, the children compare their local area to other areas within the UK, while also progressing onto different countries. Firstly, we focus on Europe and then areas in North and South America. Some elements of Geography are also taught through cross-curricular topics, such as: Literacy, History, and ICT and PSHE.

In KS1 and KS2, Geography is taught through planning linked to the latest National Curriculum 2014-15. Each year group has a dedicated topic based in the UK to ensure that the children build their knowledge and understanding of the place that they live. Each topic is planned carefully to ensure that Geographical skills are being developed within each year group. Where possible, opportunities for trips outside of school linked to Geography are planned to widen the children's experiences and fieldwork skills. All pupils are encouraged to reach their full potential through the provision of varied opportunities. We recognise that our curriculum planning must allow pupils to gain a progressively deeper understanding and competency as they move through the school.

We develop the following skills, always building on earlier experiences through:

- Interpretation and analysis of data
- Fieldwork skills and first-hand experiences
- Observation and recording
- Measurement and use of appropriate equipment
- Mapping skills
- Development of geographical vocabulary
- Geographical enquiry, prediction and the formation of hypotheses
- Recognition of the need for protection and conservation of our planets fragile environment.
- Developing their knowledge of Geographical information sources.

Every year, there is a Curriculum Day held to raise the profile of Geography. This alternates between Airport Day and Map Skills Day.

## **Equal Opportunities**

Activities should be carefully planned by the class teacher and differentiated where appropriate for children with SEN and equally the more able and Gifted and Talented children, to actively participate in Geography lessons. Through the delivery of the Geography curriculum, we will ensure that we: eliminate discrimination, advance equality of opportunity and foster good relations.

Where pupils are to participate in activities outside the classroom, teachers will carry out a risk assessment prior to the activity.

## **Assessment and Monitoring**

Assessment for learning is continuous within the planning, teaching and learning of Geography. At Hampton Hargate Primary School, formative assessment is used to determine children's understanding of key Geographical knowledge and skills. Across the school, children complete work in Topic books where this is marked using the school marking policy. The class teachers will assess children's geographical skills through observation, recorded activities and discussion of their work. Effective feedback, including verbal and written feedback, is used to engage children with learning and provide opportunities for self-assessment, consolidation and extending pupil's understanding.

In the Early years children are assessed through ongoing formative assessments. There will also be a summative assessment in the Summer in line with the Early Years Foundation Stage Profile as the children work towards the Early Learning Goals (ELGs).

Summative assessments are recorded on a termly basis on Insight, a school wide data system. Each child's attainment of Geography is reported formally to parents at the end of the school year in the end of year report.

The Geography Co-ordinator will collect an array of work, through photographs and examples, to build up a portfolio in accordance with the school's Folders of Excellence initiative, which will be freely available for all to see.

In addition to this, the Co-ordinator will monitor planning and ensure that appropriate resources are purchased and maintained. The Geography co-ordinator will collect termly progress and attainment data, allowing the monitoring of progress.

## **Resources**

At Hampton Hargate Primary School, there is a wide range of resources available linked to Geography including maps, atlases and textbooks. We also have subscriptions to numerous websites to support the teaching of Geography. On the playground, a large world map has recently been installed to support children's learning. Through the school library system, children are able to access a range of Geography topic books at their own pleasure.

## **Subject Development**

The Geography Co-ordinator is responsible for supporting colleagues in the teaching of Geography by informing them of current developments in the subject and by providing a strategic lead and direction for the subject within the school. Co-ordinator release time enables the role to be fulfilled by reviewing medium term plans, monitoring children's work and displays, as well as identifying next steps for the subject. The co-ordinator is responsible for the budget, reviewing and updating resources within school. The co-ordinator should carry out a subject scrutiny throughout the year and observe teaching and learning to support the identification of developments and improvements within the school. The Co-ordinator should identify strengths in the subject as well as ensuring continuous ongoing developments in the subject area.

## **Reviewed by Lydia Jordan and Rosie Carter – April 2026**

This policy will be reviewed every two years. Review date: April 2028