Hasland Infant and Nursery School

Geography Policy 2026

Intent

At Hasland Infant School we inspire children's fascination about the world by exposing them to different places, people and environments. Through our Geography curriculum, we support children to be confident, curious and responsible young geographers.

We support children by teaching them the geographical knowledge, skills and vocabulary they need to describe, discuss and understand the world around them. Through engaging learning experiences and geographical fieldwork, children build their understanding of human and physical features, developing the ability to observe, compare, question and communicate their ideas with increasing confidence.

We help children to develop their understanding of their local environment and their place within the wider world. Becoming a geographer at Hasland Infant School enables children to explore their own community whilst learning about places, people and cultures beyond their immediate experiences. Through this, children develop respect for others and an understanding of the different communities around the world. We encourage children by nurturing their natural curiosity and providing memorable, practical learning experiences that inspire a lifelong interest in geography. Through studying current global issues such as climate change, children develop positive values and a caring attitude towards the world.

Children in each year group will learn about places beyond their current experiences, through books, photographs, maps and first-hand experiences. The children are introduced to a wide range of vocabulary which will gives them the skills to discuss, compare, describe and identify geographical features accurately. Being a Geographer also means having the opportunity to share opinions, ask questions and celebrate personal experiences of the wider world.

We teach geography through practical fieldwork and enquiry-based learning, allowing children to learn outdoors, explore their surroundings and create meaningful memories. By the end of Year 2, children are increasingly confident in using geographical resources such as maps, atlases and globes to locate countries, continents and capital cities and they are able to use taught geographical vocabulary in appropriate contexts.

Implementation

Geography is taught in a fun, engaging and inclusive way at Hasland Infant School, providing all children with opportunities to develop a sense of belonging and connection within their immediate environment as well as learn about places further away.

We deliver a carefully sequenced geography curriculum that develops geographical knowledge, vocabulary and skills progressively from Nursery to Year 2. Drama is used as a vehicle to engage children, deepen understanding and bring learning to life. When learning about a new place, children

are often ‘transported’ to their destination through imaginative experiences such as boarding a plane or boat. Once they have arrived, a range of high-quality resources including photographs, videos, PowerPoints, books and music are used to develop knowledge and understanding. Our expectations for each year group ensure that learning builds on prior knowledge and prepares children for the next stage of their education.

Continuous provision allows children to practise key geographical skills, revisit prior learning and independently explore geographical concepts. All year groups make use of the Wildlife Garden and school grounds to support outdoor learning and foster an appreciation of the natural environment. Children are encouraged to ask questions, investigate geographical issues and solve problems through real-life experiences, such as exploring the local area, following routes on simple maps, observing seasonal changes and discussing environmental challenges.

Our practical approach to geography is celebrated throughout school. Activities such as creating 'messy maps', constructing landmarks, engaging in fieldwork and exploring contrasting localities ensure that geography is meaningful, memorable and enjoyable.

Nursery

In Nursery, Geography is taught through the Early Years Foundation Stage area of learning, Understanding the World. Children begin their geographical journey by exploring the environments that are familiar to them, building a strong foundation for future learning while developing the confidence to investigate the wider world.

Children are encouraged to notice, explore and talk about the places around them, including their classroom, outdoor areas, homes and local community. Daily discussions about the weather help children to recognise changes in the environment and introduce simple geographical vocabulary. Opportunities for exploration are carefully woven throughout the continuous provision. Through stories, photographs, small world play and first-hand experiences, children begin to compare different places and identify features within them. Practitioners observe, model and extend children's language throughout play, recording their developing understanding, interests and use of geographical vocabulary.

Reception

In Reception, Geography continues to be taught through Understanding the World, building upon children's prior experiences and extending their awareness of the wider world. Learning is practical and immersive, enabling children to develop an understanding of places, people and environments.

Children explore similarities and differences between their own locality and places around the world through stories, photographs, maps, videos, discussions and purposeful play. They learn about different countries, cultures and environments, developing an awareness of the diversity of our world and the people who live within it. Topic-based small world areas, role-play opportunities and hands-on experiences enable children to explore different environments and ways of life. For example, children may visit the Great Barrier Reef through a themed week, explore the Amazon

Rainforest through small world play or experience different traditions through role-play areas. These opportunities help children develop an understanding of both familiar and unfamiliar places.

A strong emphasis is placed on helping children understand their place within the school, local community and wider world. They are encouraged to share their own experiences, ask questions and celebrate both similarities and differences. Observations and interactions are used to assess children's understanding and inform future learning. By the end of Reception, children have developed the geographical knowledge needed to transition successfully into Key Stage One.

Key Stage One

In Key Stage One, children follow the National Curriculum for Geography through a curriculum that is engaging, practical and carefully sequenced. Children develop their geographical knowledge and skills through the study of their local area, the United Kingdom and a range of contrasting locations around the world. Learning builds upon the foundations established in the Early Years, allowing children to make meaningful connections between places, people and environments while developing an increasingly secure understanding of geographical concepts and vocabulary.

Geography is taught through practical experiences that inspire curiosity and a love of learning about the world. Drama, storytelling, role-play, educational visits and outdoor learning bring geographical concepts to life and encourage children to actively engage with their learning. When exploring a new location, children are often immersed in the experience through imaginative journeys that help them visualise and connect with places beyond their immediate experience.

By the end of Key Stage One, children are equipped with the knowledge, vocabulary and practical skills needed to confidently explore and understand the world around them. They leave Hasland Infant School as inquisitive and responsible young geographers who are ready to achieve success in their future learning, belong within their local and global communities, and thrive as informed citizens who care about the world around them.

Implementation - Fieldwork

Fieldwork is a vital part of Geography at Hasland Infant School and provides children with meaningful opportunities through first-hand geographical experiences. Through exploring the school grounds, local area and wider environments, children develop their observational, map-reading and enquiry skills while applying their geographical knowledge in real-life contexts. They are encouraged to ask and answer questions such as Where are we? What is this place like? How is it similar to or different from other places? and How might this place change over time? These experiences help children develop confidence in using geographical vocabulary, collecting information and making comparisons between different locations.

Fieldwork also helps children develop a sense of belonging within their local community and an understanding of their role in the wider world. Through practical outdoor experiences, children learn to appreciate and care for the environment while developing curiosity about the world around them. All fieldwork activities are carefully planned to be purposeful, engaging and inclusive, ensuring that

every child can participate safely and successfully. As a culmination of their geographical learning journey, Year 2 children have the opportunity to take part in a residential visit, where ranger-led activities such as orienteering, pond dipping and nature walks allow them to apply their geographical skills, work collaboratively and develop resilience through outdoor exploration.

Inclusion and SEND

SEND

At Hasland Infant School, we are an inclusive school that promotes the wellbeing, happiness and progress of every child. All pupils are entitled to a high-quality, ambitious curriculum that meets their social, emotional and learning needs. To support access to all foundation subjects, subject leaders, the SENDCo and the Inclusion Support Advice Teacher have developed 'SEND in My Subject' documents. These provide guidance on adaptations across the four areas of need and are referenced within medium-term planning. We recognise that every child is unique, and while these documents support planning, adaptations are tailored to meet individual needs.

EAL

We recognise that children with English as an Additional Language (EAL) bring valuable linguistic and cultural experiences to their learning. Within our subject teaching, we ensure all children can succeed by providing inclusive teaching, clear modelling, visual support, intentional vocabulary teaching and opportunities for meaningful talk. Any barriers to language and understanding are identified and addressed so that children with EAL can access the full curriculum, participate confidently and demonstrate what they know and can do.

Links Within the Community

At Hasland Infant School, we believe that geography helps children develop a strong sense of place and an understanding of their role within the local and wider community. Through learning about Hasland, Chesterfield and other localities around the world, children are encouraged to explore how people, environments and communities are connected. Our geography curriculum provides opportunities for children to learn about different cultures and ways of life, helping them to develop respect, empathy and an appreciation of diversity. By comparing their own experiences with those of others, children gain a greater understanding of the world and the people who live in it.

We actively encourage children to become responsible members of their community through meaningful experiences and community involvement. Children are given opportunities to contribute positively to the lives of others. Events such as our 'Wow Moments', where children carry out acts of kindness including baking cakes for local doctors, help children understand the importance of responsibility and caring for others.

Role of the Subject Leader

The Geography Subject Leader plays a key role in maintaining high standards of teaching and learning across the school. They are responsible for leading the development of the subject, ensuring that geography remains engaging, relevant and accessible for all pupils.

The Subject Leader is responsible for reviewing and updating curriculum resources, ensuring that maps, atlases, globes, fieldwork equipment and other geographical resources are readily available and fit for purpose. Regular monitoring and evaluation enable the Subject Leader to identify strengths, celebrate successes and inform future developments within the subject.

Impact

At Hasland Infant School, the impact of our geography curriculum is that children leave each year group with the knowledge, skills and understanding needed to achieve, belong and thrive as young geographers.

Children develop a secure understanding of key geographical knowledge, vocabulary and skills. Through discussions, practical activities, fieldwork and recorded work, teachers are able to assess the children's ability to recall facts, use geographical language accurately and apply their learning to new contexts. At the end of each geography-based topic, teachers make assessments in line with our whole-school assessment procedures, enabling progress to be tracked and information to be effectively passed on to future teachers and shared with parents.

We celebrate geography throughout the school through classroom displays, shared learning experiences and high-quality geographical resources. Displays showcase children's learning journeys and achievements, while maps, globes and geographical texts in every classroom promote curiosity and encourage children to make links in their learning. As a result, children leave Hasland Infant School equipped to achieve academically, belong within their communities and thrive as informed, responsible citizens with a lifelong interest in the world around them.