



ENGLEFIELD CE PRIMARY SCHOOL

GEOGRAPHY POLICY

Sowing the seeds for a flourishing future

Introduction

Geography at Englefield develops pupils' curiosity about places, processes and people and supports their growing responsibilities as global citizens. Rooted in our Christian vision and values (Love of God, Love of Life, Love of Self, Love of Others, Love of God's World), the curriculum combines a coherent, sequenced classroom curriculum with regular outdoor learning and purposeful cross-curricular enrichment. This policy aligns with the school's Teaching and Learning Policy and the National Curriculum requirements while reflecting OFSTED (2025) expectations and current statutory safeguarding requirements.

BELIEVE — intent: purpose and pupil outcomes

We believe every pupil is entitled to a broad and ambitious geography curriculum that secures substantive knowledge (places, locational facts and human/physical processes) and disciplinary skills (map work, data handling and field enquiry). Geography helps pupils live our school values by fostering respect for people and planet and encouraging stewardship of God's world. Pupils learn best when knowledge is deliberately sequenced, vocabulary is taught explicitly and first-hand experiences (including outdoor learning and fieldwork) reinforce classroom learning.

By the end of each key stage pupils will: be confident and curious, ask and answer geographical questions using appropriate evidence, have secure locational and place knowledge that builds cumulatively, use maps and digital mapping confidently, carry out enquiries including fieldwork, and understand interdependence, sustainability and cultural diversity.

ACHIEVE — implementation: curriculum, teaching and inclusion

Curriculum design is mapped from Early Years through Year 6 to ensure cumulative progression across the National Curriculum strands: locational knowledge, place knowledge, human and physical geography, and geographical skills and fieldwork. Units are sequenced so prior knowledge is secured and revisited. Children also learn skills in global citizenship, interdependence, sustainable development and diversity.

Teachers combine explicit domain teaching (vocabulary and map skills) with enquiry tasks and practical investigations. Retrieval practice, modelling of enquiry methods and hinge questions are used regularly to identify gaps and inform teaching. Outdoor learning and termly fieldwork (including Englefield Countryside Day, local walks and residentials) give first-hand experience of place and processes. ICT is used for purposeful research, mapping and data presentation with taught guidance on safe and critical online use.

Inclusion is integral: tasks, scaffolds and recording methods are adapted for pupils with SEND and EAL, and extension challenges provided for higher attainers. The SENCo and subject lead meet regularly to review access and outcomes; reasonable adjustments and risk-benefit planning ensure fieldwork is accessible.

Assessment and feedback follow the school Assessment and Marking & Feedback policies. In Key stage 1 and 2, we assess termly in accordance with the assessment policy to measure progress against the National Curriculum learning objectives for each year group.

In the EYFS, termly assessments are recorded throughout the year and on individual Foundation Stage Child Profiles at the end of the academic

THRIVE — impact, monitoring and reporting

Monitoring is carried out via triangulation of planning and book scrutinies, learning walks/observations, pupil voice and assessment outcomes. The subject lead reports to SLT and the Development Committee with a clear action plan. Success is shown by secure subject knowledge and enquiry skills, confident use of maps and fieldwork methods, increased pupil engagement in outdoor learning, and clear links between geography learning and pupils' developing sense of place, values and environmental responsibility. Targeted adaptations ensure disadvantaged pupils and those with SEND make sustained progress.

Assessment outcomes are reported to parents at parents evenings and in the annual written report; curriculum maps, key vocabulary and simple home activities are shared each term to enable family support and local visits.

Early Years provision

As part of the EYFS curriculum, we relate the Geographical aspects of the children's work to the objectives set out in the 'Understanding the World' section of the 2025 Early years foundation stage statutory framework. We give all the children ample opportunity to develop a strong knowledge and sense of the world around them so that they can confidently foster an understanding of our culturally, socially, technologically and ecologically diverse world.

We deliver this through child initiated, teacher-initiated and teacher-led activities, using manipulatives, role-play and Woodland Learning, to allow them to enjoy, explore, practise and talk confidently about the world around them

Safeguarding, online safety and fieldwork safety

Safeguarding is central to every aspect of geography and outdoor learning. Staff must follow the school's Child Protection Policy and local procedures; the Geography Policy sits alongside, and does not supersede, those documents. The school's approach reflects the statutory expectations set out in Keeping Children Safe in Education 2026: the DSL provides strategic oversight, all staff complete regular safeguarding training and know how to report concerns immediately, and safer recruitment checks are applied to all relevant appointments. Where geography activities take pupils off site, leaders complete a Risk Assessment, follow on-site risk management during activities and ensure appropriate staff: pupil supervision and first aid cover are in place.

Online safety: the use of digital mapping, apps and cameras is planned and supervised. The subject lead and DSL agree permitted platforms and ensure filtering and monitoring arrangements are applied in line with the school's online safety policy; staff must record any online safety incidents and follow reporting routes. Mobile device use during school and off-site activities must follow the school's Mobile Phone Procedure and the DfE expectations for device controls.

Allegations, record-keeping and reporting: any allegation or concern about a member of staff must be reported without delay to the Headteacher or, if the allegation is about the Headteacher, to the Chair of Governors, and the school will follow the procedures in Part 4/Part 5 of KCSIE for managing allegations and for appropriate referrals. The DSL ensures accurate records of safeguarding concerns and actions are kept and retained securely.

Children who are missing education, looked-after pupils and pupils with safeguarding vulnerabilities: the subject lead, class teachers and DSL must ensure that pupils with vulnerabilities are supported to access all geography learning, including by making reasonable adjustments for fieldwork and by maintaining contact with parents and external agencies where attendance or other concerns affect participation. KCSIE 2026 emphasises keeping vulnerable pupils engaged and working with partners to reduce barriers to attendance and participation. (learning.nspcc.org.uk)

Behaviour, safeguarding and restorative practice

Geography lessons and fieldwork follow the school's behaviour and safeguarding expectations. Staff use restorative approaches to resolve conflict and focus on repair and learning where disagreements or safeguarding matters arise during outdoor activities. Where serious incidents occur, staff follow the school's behaviour and safeguarding reporting processes and record actions in the appropriate logs.

Governance, roles and review

The Headteacher and teaching staff implement this policy. The Geography subject lead manages day-to-day delivery, monitoring and resources. The DSL provides strategic oversight for safeguarding within the geography curriculum and outdoor learning. The Governing Body (Development Committee) monitors curriculum quality and safeguarding compliance and receives termly reports from the subject lead and DSL. This policy will be reviewed according to the school's cycle or sooner if statutory guidance, curriculum requirements or local circumstances require.

Equality and British values

Geography teaching promotes respect for diversity, mutual tolerance and pupils' understanding of rights and responsibilities locally and globally. The curriculum supports pupils to reflect on sustainable futures and their role in protecting finite resources.

Links with other policies

This policy should be read alongside the Teaching and Learning Policy, Assessment Policy, Marking and Feedback Policy, SEND Policy, Child Protection Policy, Online Safety Policy and the school's Health & Safety procedures. Fieldwork and outdoor learning use the school's risk-benefit template and operational guidance

Management of Policy

School:	This policy is implemented and managed by the Headteacher and all school teaching staff.
Governing Body:	The Governing Body (led by the Development Committee) will monitor, review and update this policy.
Review:	This policy will be reviewed in accordance with the agreed cycle of review or whenever there is a need to comply with new legislation or codes of practice, new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.
Approved:	Spring 2026
Next Review:	Spring 2028