



Geography Policy

Reviewed September 2026

Aims and objectives

Our geography curriculum is designed to develop pupils' understanding of the world and their ability to think geographically. Across the school, pupils build progressively secure knowledge of locations, places, human and physical geography, and geographical skills and fieldwork.

Pupils develop both substantive geographical knowledge (knowing about places, processes and geographical phenomena) and disciplinary knowledge (understanding how geographers investigate, interpret and communicate information about the world).

Through carefully sequenced learning, pupils revisit and build upon prior knowledge, developing increasingly sophisticated geographical vocabulary, spatial awareness, map and data skills, and the ability to explain relationships between people, places and environments. Pupils develop an understanding of geographical scale, making connections between local, regional, national and global contexts

Through the study of diverse places and communities, pupils develop a nuanced understanding of the relationships between people, places and environments and avoid simplistic assumptions about places or communities.

Geography curriculum planning

Our geography curriculum is based on the National Curriculum and has been designed to provide a clear progression of geographical knowledge and skills from Reception to Year 6.

The curriculum is organised around four interconnected areas: locational knowledge, place knowledge, human and physical geography, and geographical skills and fieldwork. Within each year group, pupils build on previously taught knowledge and vocabulary and revisit key geographical concepts and skills in increasingly complex contexts.

Units are structured around carefully selected geographical knowledge and enquiry questions. Teachers use a range of high-quality resources, including Oddizzi, maps, atlases, globes, photographs, data and digital mapping, where these resources support the intended learning. Each unit of work includes a KWL grid and Knowledge Organiser to facilitate learning throughout the unit; these are specifically designed to aid memory and retention. There is also an unstructured summative assessment at the end of each topic that is an opportunity for children to showcase their learning.

Our Geography planning provides the opportunity to teach geography skills both discretely and through making links with other curriculum areas, such as Literacy. (See below.) As well as this, children's speaking and listening skills are developed through discussions and presentations on geographical topics. We are developing a bank of reading resources to enhance our provision of Geography across the school.

Progression

Our progression framework identifies the geographical knowledge, vocabulary, concepts and skills pupils are expected to develop from Reception to Year 6. Key knowledge and skills are revisited regularly in new contexts so that pupils develop increasing fluency and independence. Progression is particularly evident in pupils' ability to locate places, use and interpret maps,

collect and analyse geographical data, explain geographical processes and make comparisons between places at different scales. Pupils progressively develop and use accurate geographical vocabulary to describe, locate, compare and explain places, physical and human features and geographical processes.

Teaching and learning style

We use a variety of teaching and learning styles in our geography lessons. We combine whole-class teaching methods with enquiry-led activities which take place in groups. Children learn about geographical concepts through collaborative learning; they are encouraged to discuss and explain geographical concepts within their groups and then with the whole class. Pupils are taught to ask geographical questions, gather and interpret evidence, identify patterns, explain relationships and communicate conclusions. We offer them the opportunity to use a variety of data, such as maps, statistics, graphs, pictures, and aerial photographs; we also encourage children to use online resources in geography lessons where this deepens their learning. Geography learning also takes place through fieldwork, where possible, enabling children observe different environments and to develop an understanding of certain physical features.

We recognise the fact that there are children of widely different geographical abilities. Hence, we provide children with the opportunity to learn collaboratively; by sharing ideas and experiences, discussing and explaining geographical concepts, and making connections to different areas of the curriculum. We achieve this by:

- setting tasks which are open-ended and can have a variety of responses
- providing a range of resources to develop and strengthen children's understanding
- setting enquiry led activities/tasks that enable children to discuss and explain geographical concepts

Inclusion in Geography Teaching

All pupils have an entitlement to the full geography curriculum. Teachers make appropriate adaptations to enable pupils with SEND and other pupils who face barriers to learning to access the same ambitious geographical knowledge and skills as their peers.

Adaptations may include the use of visual representations, concrete resources, pre-teaching of vocabulary, scaffolding, carefully structured questions, adapted recording methods, additional adult support and appropriate use of technology. Teachers consider pupils' prior knowledge and individual needs when planning support, while maintaining high expectations and avoiding unnecessary reduction of curriculum content.

Assessment and recording

Assessment in geography is used to identify what pupils know, understand and can do, and to inform subsequent teaching.

Teachers use formative assessment throughout units through questioning, discussion, observation, retrieval activities, practical tasks, written work and geographical investigations. Teachers identify misconceptions and gaps in knowledge and adapt teaching accordingly.

Each unit identifies key knowledge and skills against which pupils' understanding can be assessed. End-of-unit assessment is used alongside ongoing formative assessment to identify strengths, misconceptions and areas requiring further teaching or retrieval.

Assessment information is used by teachers and the subject leader to evaluate curriculum effectiveness and inform future planning.

The school's marking and Foundation subject assessment policies are followed in Geography.

Fieldwork

Fieldwork is an integral part of our geography curriculum. Pupils progressively develop their ability to observe, measure, collect, record, analyse and present geographical information.

Fieldwork begins in the school grounds and local area and becomes increasingly independent and sophisticated as pupils progress through the school. Pupils use a range of methods, including observation, surveys, questionnaires, tally charts, photographs, sketch maps, plans, measurements, graphs and digital technologies.

Fieldwork is used to answer geographical questions and to help pupils connect geographical knowledge with real places and environments. Visits and trips provide valuable geographical experiences but are not considered fieldwork unless pupils are undertaking geographical observation, data collection, analysis or interpretation.

Some of this fieldwork takes place through Oddizzi's Going Places virtual fieldwork films. Each year group from Year 1 to Year 6 will participate in at least one virtual fieldwork task in the academic year. Children use the films to gather and analyse data, partake in observation and sensory exploration, as well as navigation, mapping and orientation.

Resources

There are resources for all geography teaching units. All classes have a set of Atlases and a globe. Maps of the world, UK and Europe are all available resources as well as compasses. Staff and children have access to Oddizzi (an online Geographical resource) at home and in school. Oddizzi provides children with a strong research platform for geographical topics. As well as this, the Oddizzi scheme of work has quality reading resources, mapping resources and a range of engaging activities to facilitate children's learning.

Early Years Foundation Stage

We teach Understanding of the World (UW) in Reception classes as an integral part of the topic work covered during the year. Children develop their geographical skills from the UW area of learning through a combination of teacher directed and child initiated activities. Geography makes a significant contribution to the Early Years Foundation Stage by developing a child's knowledge and understanding of the world through a range of practical activities. Children engage in a range of activities that focus on their immediate environment such as tree walks. Children also identify features of contrasting environments and identify different places around the world that they come from. The knowledge and vocabulary developed through Understanding the World provide the foundations for the more formal geographical learning introduced in Key Stage 1.

Cross Curricular Opportunities

Geography provides meaningful opportunities to apply and strengthen learning from other curriculum areas. Pupils use reading, writing, mathematics, science, computing and artistic skills within geographical contexts. Where appropriate, geography also contributes to wider curriculum themes and supports pupils in making connections between subjects. However, cross-curricular links are selected because they strengthen geographical learning and do not replace the teaching of subject-specific geographical knowledge and skills.

Monitoring and review

Monitoring activities provide evidence about the quality of curriculum planning, teaching, pupils' geographical knowledge and skills, and the effectiveness of assessment. Findings are used to identify strengths, address gaps, inform professional development and refine the geography curriculum.

Subject leadership

The geography subject leader has responsibility for maintaining the quality, coherence and progression of geography across the school. The subject leader supports staff to develop their geographical subject knowledge, monitors the implementation and impact of the curriculum, evaluates pupils' knowledge and skills, identifies areas for development and ensures that resources support the intended curriculum.

The subject leader uses a range of evidence, including curriculum planning, pupil voice, work scrutiny, assessment information, learning walks and discussions with teachers, to evaluate the subject. Findings inform the geography action plan and professional development.

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