



Geography Policy

Date policy next reviewed: January 2027

Signed by:

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Statement of intent

Quinton Primary School and Nursery recognises the importance of geography education in teaching pupils about the world around them. This policy will ensure the school complies with the national curriculum and help pupils have a solid grounding in geography, a positive attitude towards sustainability, and a strong understanding of worldwide cultures and the environment.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE 'National curriculum in England: geography programmes of study'
- DfE 'Statutory framework for the early years foundation stage'

This policy operates in conjunction with the following school policies:

- Educational Visits and School Trips Policy
- Health and Safety Policy

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring a broad and balanced geography curriculum is implemented in the school.
- Ensuring the school's geography curriculum is accessible to all pupils.

The headteacher will be responsible for:

- The overall implementation of this policy.
- Ensuring the school's geography curriculum is implemented consistently.
- Ensuring appropriate resources are allocated to the geography curriculum.
- Ensuring all pupils are appropriately supported.
- Appointing a member of staff to lead on the school's approach to teaching geography.

The geography lead will be responsible for:

- Maximising pupils' potential attainment and achievement and taking lead accountability for pupil progress.
- Leading, managing and developing the school's geographical provision.
- Preparing policy documents, curriculum plans and schemes of work for geography.
- Reviewing changes to the national curriculum and advising on their implementation.
- Monitoring the learning and teaching of geography, providing support for staff where necessary.
- Organising the deployment of resources and carrying out an annual audit of all geography resources.

- Leading staff meetings and providing staff members with the appropriate training.
- Advising on the contribution of geography to other curriculum areas.

Geography teachers will be responsible for:

- Acting in accordance with this policy.
- Liaising with the geography lead about key topics, resources and supporting individual pupils.
- Ensuring that all relevant statutory content is covered within the school year.
- Monitoring the progress of pupils in their class.
- Reporting any concerns regarding the teaching of the subject to the geography lead or a member of the SLT.
- Undertaking any training that is necessary to teach the subject effectively.

3. The national curriculum

The national curriculum will be followed for all geography teaching.

During Reception, in accordance with the ‘Statutory framework for the early years foundation stage’, focus will be put on the seven early learning goals (ELGs), with the geographical aspect of pupils’ work relating to the objectives set out within the framework. The ELGs cover:

1. Communication and language: listening, attention and understanding; and speaking.
2. Personal, social and emotional development: self-regulation, managing self, and building relationships.
3. Physical development: gross motor skills and fine motor skills.
4. Literacy: comprehension, word reading, and writing.
5. Mathematics: number and numerical patterns.
6. Understanding the world: past and present; people, culture and communities; and the natural world.
7. Expressive arts and design: creating with materials; and being imaginative and expressive.

During Years 1 and 2, pupils will be taught to:

Locational knowledge

- Name and locate the world’s seven continents and five oceans.

- Name, locate and identify characteristics of the four countries and capital cities which make up the UK and its surrounding seas.

Place knowledge

- Understand the geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country.

Human and physical geography

- Identify seasonal and daily weather patterns in the UK.
- Locate hot and cold areas of the world in relation to the Equator and the North and South Poles.
- Use basic geographical vocabulary to refer to:
 - Key physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.
 - Key human features: city, town, village, factory, farm, house, office, port, harbour and shop.

Geographical skills and fieldwork

- Use world maps, atlases and globes to identify the UK and its countries, as well as any other countries, continents and oceans studied.
- Use simple compass directions (i.e. North, South, East and West), and locational and directional language, to describe the location of features and routes on a map.
- Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and construct basic symbols in a key.
- Use simple fieldwork and observational skills to study the geography of the school its grounds and identify the key human and physical features of the surrounding environment.

During Years 3 to 6, pupils will be taught to:

Locational knowledge

- Locate countries around the world, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
- Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (e.g. hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.

- Identify the position and significance of latitude, longitude, the Equator, the Northern and Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circle, and the Greenwich Meridian and other time zones.

Place knowledge

- Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in another European country, and a region in North or South America.

Human and physical geography

- Describe and understand key aspects of:
 - Physical geography: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
 - Human geography: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

Geographical skills and fieldwork

- Use maps, atlases, globes, and digital or computer mapping to locate countries and describe features studied.
- Use the eight points of a compass, four- and six-figure grid references, symbols, and keys (including Ordnance Survey maps) to build knowledge of the UK and wider world.
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using methods including sketch maps, plans and graphs, and digital technology.

4. Cross-curricular links

Where possible, the geography curriculum will provide opportunities to establish links with other curriculum areas. For example:

English

- Geography provides purposeful opportunities for pupils to develop spoken language, enabling them to articulate ideas, ask geographical questions and present findings using appropriate subject vocabulary, in line with the English National Curriculum.
- Pupils apply reading skills to access a range of geographical sources, including maps, atlases and non-fiction texts, supporting comprehension and information retrieval.
- Pupils develop writing skills through structured and extended pieces of geographical writing, including reports, explanations and evaluations, which support composition, grammar and vocabulary development.

Mathematics

- Geography supports the application of mathematical knowledge and skills, particularly in measurement, scale and data handling, as pupils interpret maps and analyse geographical information.
- Pupils collect, record and present data using tables, charts and graphs, enabling them to identify patterns and trends and apply statistical understanding.
- Opportunities are planned for pupils to use reasoning and problem-solving skills to interpret geographical data and answer geographical questions.

Science

- Geography builds on pupils' scientific knowledge of the natural world, enabling them to identify, describe and explain features of physical geography.
- Pupils make links between geographical processes and scientific concepts, including weather, climate and environmental change.
- Geography supports pupils in applying working scientifically skills, such as observing, classifying and analysing, to deepen their understanding of physical and human environments.

5. Teaching and assessment

The school uses the Kapow Primary Geography scheme of work to support the delivery of a high-quality, well-sequenced geography curriculum. The scheme provides clear progression in both substantive and disciplinary knowledge, ensuring that pupils build on prior learning as they move through the school. Kapow supports teachers with detailed lesson planning, high-quality resources and assessment opportunities, enabling consistent implementation and ensuring that pupils develop secure geographical knowledge, skills and vocabulary in line with the National Curriculum.

Teaching

Pupils will be taught to describe associated processes and key characteristics in common language, as well as understand and use technical terminology and specialist vocabulary. Lessons will allow for a wide range of geographical enquiry, including the following:

- Questioning, predicting and interpreting
- Pattern seeking
- Practical experiences
- Collaborative work
- Roleplay and discussions
- Problem-solving activities
- Classifying and grouping

- Researching using secondary sources

Opportunities for outdoor learning will be provided where possible.

Assessment

Pupils will be assessed and their attainment recorded on a half-termly basis. Assessment in geography will be based upon geographical knowledge and understanding.

Formative assessment will be carried out informally throughout the year. This will enable teachers to identify pupils' understanding of subjects and inform their immediate lesson planning.

Assessment will take various forms, including the following:

- Talking to pupils and asking questions
- Discussing pupils' work with them
- Marking work against learning objectives
- Specific assignments for individual pupils
- Observing practical tasks and activities
- Pupils' self-evaluation of their work
- Classroom tests

Parents will be provided with a written report about their child's progress during the Summer term every year. Reports will include information on the pupil's attitude towards geography, progress in understanding geographical methods, ability to investigate, and the knowledge levels they have achieved. Verbal reports will be provided at parents' evenings during the Autumn and Spring terms.

6. Equal opportunities

All pupils will be given equal access to the entire geography curriculum, including fieldwork and educational visits.

Where required, pupils with SEND will be provided with additional support in order to fully engage with the geography curriculum.

Where it is inappropriate for a pupil to participate in a specific lesson because of reasons related to any protected characteristics, the lesson will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary.

The school aims to provide more academically able pupils with the opportunity to extend their geographical studies through extension activities such as problem solving, investigative work and geographical research.

7. Monitoring and review

This policy will be reviewed on an annual basis by the geography lead, in collaboration with the headteacher. The next scheduled review for this policy is January 2027.