



Farsley Westroyd Primary School

Geography Subject Policy

Approved by: Jenny Pashley (Headteacher) Date: September 2025

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Contents

1. [Purpose of the policy](#)
2. [Subject vision](#)
3. [Aims and outcomes](#)
4. [Teaching and learning](#)
5. [Curriculum overview](#)
6. [Cross-curricular links](#)
7. [Assessment and recording](#)
8. [Resources](#)
9. [Roles and responsibilities](#)
10. [Inclusion](#)
11. [Links to other policies](#)
12. [Monitoring and review](#)

Appendices:

- [Appendix A: Geography Long Term Plan](#)
-

1. Purpose of the policy

This policy reflects the aims and values of Farsley Westroyd Primary School. It ensures all stakeholders, including staff, governors, parents and pupils, are working towards the same goals in geography education.

The purpose of this policy is to:

- Set out a framework for all teaching and non-teaching staff, giving guidance on planning, teaching and assessment in geography
- Demonstrate adherence to the National Curriculum objectives and guidelines for geography
- Provide clear information to parents and carers about what their children will be taught in geography
- Allow the governing board to monitor the geography curriculum
- Ensure consistency and continuity in geography teaching across the school
- Outline our vision for geography and how we will achieve it
- Support staff in delivering high-quality geography education
- Foster curiosity about the world and develop pupils as global citizens

This policy is available on our school website.

2. Subject vision

At Farsley Westroyd, our geography curriculum aims to ignite curiosity about the wider world, foster a love for learning, and promote high aspirations. Through engaging lessons that explore diverse places, people, resources, and the interactions between natural and human environments, we strive to instil a sense of awe and wonder about the planet we inhabit.

We aim to cultivate well-rounded individuals by offering experiences that enhance their cultural capital and broaden their understanding of the world. We believe that through exposure to various cultures, environments, and perspectives, our pupils will develop the empathy, knowledge, and skills needed to be active, responsible citizens of both their local community and the global society.

As they progress through their geographical journey, our goal is to foster a comprehensive understanding of the subject that grows alongside their developing geographical skills. We seek to enrich their geographical vocabulary, enabling them to articulate their observations and ideas with confidence. The outcome for all our pupils in geography is that they carry these skills with them beyond their time at Farsley Westroyd, applying their geographical knowledge to everyday life and make meaningful contributions to the world around them.

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Geography is an essential component of understanding our planet, the diverse cultures that inhabit it, and the challenges we face as a global community. Through geography, pupils gain knowledge about diverse places, people, resources, and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

Our Key Principles: Enjoy, Achieve, Believe, Together

Underpinning our geography curriculum are our key school principles, which shape every aspect of teaching and learning:

ENJOY

At Farsley Westroyd, our Geography curriculum aims to engage pupils with activities that create an inclusive environment where every learner feels valued. Teachers bring positivity into the classroom so that pupils become hooked on the subject and feel motivated to explore the world around them. By encouraging self-awareness and pride in their learning, pupils develop as active learners who are interested and happy to participate. This sense of inclusion allows them to shine as individuals, fostering a love for Geography that lasts a lifetime.

ACHIEVE

At Farsley Westroyd, achievement in geography involves pupils developing understanding of the world around them to build confident, engaged learners. Pupils explore geographical concepts like maps, regions, and environments, learning to be effective learners. Alongside this knowledge, pupils develop the critical thinking skills which an expert geographer would use. These skills help them analyse geographical data, compare locations and solve real-world problems. Positive learning behaviours such as curiosity and resilience are promoted to enable pupils to overcome challenges and celebrate their successes in understanding geography.

BELIEVE

At Farsley Westroyd, pupils are inspired to explore the world with a sense of purpose. Geography helps them understand different landscapes, cultures and global challenges. Studying current and relevant topics like climate change, ecosystems and human geography, pupils develop the self-motivation to seek solutions to real-world problems. This approach to geography encourages them to see the subject not just as knowledge but as a pathway to becoming a lifelong geographer with aspirations for the future world we live in.

TOGETHER

At Farsley Westroyd, geography learning embraces inclusion and diversity, allowing pupils to celebrate their own heritage and cultures while exploring the diverse landscapes, peoples, and environments of the world. By studying how different communities live, work and interact with their surroundings, pupils develop a deep understanding of the rich cultural and geographical diversity that exists globally. A family approach to learning fosters a sense of belonging, where pupils take pride in themselves, their local geography, and their broader community. This inclusive approach makes geography come alive, reinforcing the importance of global collaboration while fostering pride in their role within the local community and the world.

3. Aims and outcomes

The geography curriculum at Farsley Westroyd develops knowledge and understanding across key areas while also fostering the disciplinary knowledge that enables pupils to think and work like geographers.

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 collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

Subject Strands

The geography curriculum at Farsley Westroyd develops four strands of substantive knowledge (content) alongside a disciplinary knowledge strand, which focuses on how geographers think, work, investigate, and apply geographical concepts:

Place Knowledge - Understanding the connection between location and physical or human geography processes through personal experiences. Pupils develop knowledge of specific places, their characteristics, and how they compare with other locations.

Locational Knowledge - Skills such as naming and locating places and using positioning systems. Pupils learn to locate countries, cities, regions, and key physical and human features on maps and globes, developing their spatial awareness and understanding of the world's geography.

Environmental, Human, and Physical Geography - Covers key themes like migration, glaciation, climate change, settlements, economic activity, and the distribution of natural resources. Pupils explore how physical and human processes interact to shape landscapes and influence how people live.

Geographical Skills & Fieldwork - Using tools like maps, atlases, globes, and digital mapping, as well as collecting first-hand evidence through fieldwork. Pupils develop practical skills in observation, measurement, recording, and presenting geographical information.

Disciplinary Knowledge - Provides insight into how geography experts approach their field of study. Pupils learn to think geographically, asking questions, investigating patterns, analysing data, and drawing conclusions about the world around them.

By the time pupils leave the school, they should be able to:

- Locate the world's countries, with a focus on Europe and North and South America, and identify their main physical and human characteristics
- Name and locate counties and cities of the United Kingdom, and understand their geographical regions and characteristics
- Identify the position and significance of latitude, longitude, the Equator, Northern and Southern Hemispheres, the Tropics, the Arctic and Antarctic, and time zones
- Understand key aspects of physical geography including climate zones, biomes, rivers, mountains, volcanoes, earthquakes, and the water cycle
- Understand key aspects of human geography including types of settlement, land use, economic activity, and the distribution of natural resources
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features
- Use the eight points of a compass, four and six-figure grid references, symbols and keys
- Use fieldwork to observe, measure, record and present geographical features in the local area

- Think like a geographer, asking geographical questions and using geographical vocabulary with confidence
 - Understand their role as global citizens and the impact of human activity on the environment
 - Apply their geographical knowledge to everyday life and current global issues
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4. Teaching and learning

4.1 Teaching Approach

Geography is taught in single and mixed-age classes by class teachers. Our curriculum ensures:

- Clear progression of knowledge and skills from EYFS through to Year 6
- Coverage of all National Curriculum requirements
- Development of both substantive knowledge (content) and disciplinary knowledge (thinking like a geographer)
- Use of enquiry-based learning through engaging questions
- Regular use of maps, atlases, globes, and digital resources
- Opportunities for fieldwork and learning outside the classroom
- Links to current events and real-world issues
- Development of geographical vocabulary

4.2 Enquiry-Based Learning

Geography teaching is structured around key enquiry questions that drive learning and encourage pupils to investigate, question, and think critically. Each unit of work is framed by a central question that pupils explore through their learning. For example:

- "What is it like here?" (Year 1)
- "Why do people live near volcanoes?" (Year 3)
- "Why are rainforests important to us?" (Year 4)

This approach encourages pupils to:

- Ask geographical questions
- Collect and analyse evidence
- Draw conclusions based on their findings
- Develop their understanding through investigation

4.3 Lesson Structure

Geography lessons typically include:

- An engaging introduction linking to prior learning or posing the enquiry question
- Exploration of geographical concepts, places, or processes
- Use of maps, globes, atlases, photographs, and digital resources
- Opportunities for discussion and questioning

- Activities that develop geographical skills
- Recording and presenting geographical information
- Reflection on learning and answers to enquiry questions

The teaching of geography might involve:

- Whole-class teaching and discussion
- Small group collaborative work
- Individual research and investigation
- Use of maps, atlases, globes, and digital mapping tools
- Analysis of photographs, satellite images, and data
- Fieldwork and outdoor learning
- Use of geographical models and diagrams
- Role play and drama to explore geographical issues
- Visits to locations of geographical interest
- Virtual tours and video resources
- Links with current events and news

4.4 Fieldwork

Fieldwork is an essential component of geographical learning. Pupils engage in fieldwork activities to:

- Observe and record geographical features in the local area
- Collect data through measurement and observation
- Ask geographical questions about their surroundings
- Use maps and plans to navigate
- Present their findings in various formats
- Develop an understanding of their local geography

Fieldwork opportunities include local area studies, environmental surveys, and visits to contrasting localities where appropriate.

4.5 Use of Resources

Geography teaching makes extensive use of:

- Maps (political, physical, thematic) at various scales
- Atlases and globes
- Aerial photographs and satellite imagery
- Digital mapping tools and GIS
- Photographs and videos of places and environments
- Data sets (weather, population, etc.)
- Non-fiction texts and reference materials
- News articles and current affairs
- Guest speakers and virtual connections

4.6 Differentiation and Support

While all pupils access the same curriculum content, teaching is adapted to meet individual needs through:

- Varied levels of support and scaffolding
 - Differentiated questioning and tasks
 - Use of visual resources to support understanding
 - Additional time or adult support where needed
 - Extension activities for more confident geographers
 - Collaborative learning opportunities
 - Alternative recording methods
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5. Curriculum overview

Here at Farsley Westroyd Primary School, pupils will follow a geography curriculum that gradually develops learning, the outcome being the acquisition of knowledge and skills that enable each pupil to understand the world, think geographically, and engage with global issues. Pupils will develop locational knowledge, place knowledge, and understanding of physical and human geography alongside essential geographical skills. Children will know more, remember more and understand more about geography.

5.1 Early Years Foundation Stage (EYFS)

In the EYFS, geography is embedded within the Understanding the World area of learning. Children develop their geographical understanding through a combination of adult-led activities and child-initiated exploration.

Our EYFS activities are delivered throughout the year to ensure pupils meet the Statutory Early Learning Goals while building the foundations for Geography. We use Development Matters as a valuable, non-statutory supplement to further refine and support this learning journey.

Children engage with geography through:

- Exploring their local environment and community
- Observing and discussing natural and built features
- Learning about different places and environments
- Understanding position and direction
- Developing awareness of similarities and differences
- Using simple maps and plans
- Discussing weather and seasons
- Beginning to understand their place in the world

These experiences foster curiosity about the world and build a strong foundation for Key Stage 1 geography learning.

5.2 Key Stage 1

In KS1, pupils will develop knowledge about the world, the United Kingdom and their locality. They will:

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 of the United Kingdom and its surrounding seas

Place knowledge:

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

Human and physical geography:

- Identify seasonal and daily weather patterns in the United Kingdom and the location of 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 and key human features

Geographical skills and fieldwork:

- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied
- Use simple compass directions and locational and directional language
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features
- Devise a simple map and use and construct basic symbols in a key
- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment

The topics we teach in geography are outlined in the long-term plan (see Appendix A). Detailed curriculum coverage can also be found on the school website.

5.3 Key Stage 2

In KS2, pupils will extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. They will:

Locational knowledge:

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) 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 United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features, and land-use patterns; and understand how some of these aspects have changed over time
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones

Place knowledge:

- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Human and physical geography:

- Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- Describe and understand key aspects of human geography, including: 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/computer mapping to locate countries and describe features studied
- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

The topics we teach in geography are outlined in the long-term plan (see Appendix A). Detailed curriculum coverage can also be found on the school website.

5.4 Long-Term Overview

Geography is taught in blocks throughout the year, with units carefully sequenced to ensure progression and coverage of all aspects of the curriculum. A detailed breakdown of our yearly curriculum coverage for each year group (Reception through Year 6) can be found in Appendix A.

6. Cross-curricular links

Geography shares links with many other subjects across the curriculum, reinforcing the relevance and application of geographical knowledge and skills:

- **English:** Development of geographical vocabulary, reading and interpreting texts about places and environments, writing reports and descriptions, and presenting information clearly.
- **Mathematics:** Using and interpreting data, creating and reading graphs and charts, measuring distances, working with scale, understanding coordinates and grid references, and statistical analysis.
- **Science:** Understanding weather and climate, environmental processes, ecosystems, rocks and soils, the water cycle, and sustainability. Geography and science work together to understand the natural world.
- **Computing:** Using digital mapping tools and GIS, researching places and issues online, presenting geographical information digitally, and analysing data using technology.
- **History:** Understanding how places have changed over time, the impact of historical events on landscapes and settlements, and the relationship between people and their environment through history.

- **Art and Design:** Observational drawing of landscapes, creating maps and plans, using photography to record places, and exploring art from different cultures and locations.
- **Design and Technology:** Understanding how the environment influences design, sustainability in making, and the impact of technology on landscapes and settlements.
- **PE:** Orienteering and navigation skills, understanding how geography influences sport and physical activity, and outdoor adventurous activities.
- **PSHE:** Understanding cultural diversity, global citizenship, environmental responsibility, fair trade, and how geographical factors affect people's lives and wellbeing.
- **RE:** Understanding how geography influences religious practices and festivals, exploring sacred places, and appreciating cultural and religious diversity across the world.
- **SMSC:** Developing appreciation for the natural world, understanding different cultures and ways of life, considering environmental and social issues, and reflecting on our responsibilities as global citizens.

These cross-curricular links ensure that pupils see geography as interconnected with other areas of learning and relevant to understanding the wider world.

7. Assessment and recording

7.1 Assessment

Farsley Westroyd uses assessment to enable staff to understand what pupils have learnt before, what they need to learn now and what they will learn next in geography.

Formative Assessment

Formative geography assessment is ongoing and will be used to inform teachers in relation to their planning, lesson activities and differentiation. Teachers continuously assess pupils' understanding through:

- Observation during lessons and discussions
- Questioning to probe understanding of geographical concepts
- Analysis of written work, maps, and diagrams
- Review of geographical vocabulary use
- Assessment of fieldwork skills and data collection
- Understanding of locational and place knowledge
- Ability to think geographically and ask geographical questions

This information informs planning and allows teachers to identify and address misconceptions promptly, ensuring all pupils can progress in their geographical understanding.

Summative Assessment

Summative assessment is completed at key points throughout the year:

- End of unit assessments
- Annual teacher assessment against National Curriculum objectives
- EYFS baseline and end of year assessments against Early Learning Goals

Pupils' attainment in geography is assessed against National Curriculum objectives. At the end of each school year, pupils will be assessed as:

- *Pre-Key Stage (PKS)*
- *Working Towards the expected standard (WT)*
- *Working at the Expected standard (EXP)*
- *Working at Greater Depth (GDS)*

Assessment in geography considers:

- *Locational knowledge (naming and locating places)*
- *Place knowledge (understanding characteristics of places)*
- *Knowledge of physical geography processes and features*
- *Knowledge of human geography processes and features*
- *Geographical skills including map work and fieldwork*
- *Use of geographical vocabulary*
- *Ability to ask and answer geographical questions*
- *Quality of geographical enquiry and investigation*

Moderation and Standards

Teachers meet regularly to moderate work and ensure consistency in judgements. Assessment data is analysed to identify trends, celebrate successes, and plan interventions where needed. The geography leader works with staff to ensure accurate assessment and maintain high standards.

Feedback

Children receive regular feedback on their geography work, and marking follows the school's marking and feedback policy. Feedback focuses on:

- *Accuracy of geographical knowledge and understanding*
- *Quality of geographical skills demonstrated*
- *Use of geographical vocabulary*
- *Depth of geographical enquiry*
- *Areas for development in future learning*

7.2 Recording

In geography, pupils will record their learning in the following ways:

- *Geography books or topic books*
- *Maps, diagrams, and sketches*
- *Written reports, explanations, and descriptions*
- *Photographs of fieldwork and practical activities*
- *Data tables, graphs, and charts*
- *Digital presentations and research*
- *Annotated images and maps*
- *Reception - Individual Learning Journey*

Recording methods are adapted to suit the needs of individual pupils and the nature of the geographical learning. Pupils are encouraged to use a variety of methods to present geographical information.

7.3 Reporting

Parents receive regular updates on their child's progress in geography through:

- Termly parents' evenings
- Annual written reports including progress against National Curriculum objectives
- Displays of geography work throughout the school
- Ongoing communication as needed

Further information can be found in our assessment policy and marking and feedback policy.

8. Resources

8.1 Maps, Atlases, and Globes

The school maintains a comprehensive range of geographical resources including:

- World maps (political and physical)
- UK maps at various scales
- Regional and local maps
- Atlases (class sets and individual)
- Globes (various sizes)
- Ordnance Survey maps of the local area
- Digital mapping resources and GIS tools
- Wall maps and interactive map resources

8.2 Visual and Digital Resources

- Photographs of places and environments
- Aerial photographs and satellite imagery
- Videos and documentary resources
- Digital presentations and interactive resources
- Online geographical databases and information sources
- Weather data and climate information
- Census and population data
- Educational geography websites and apps

8.3 Fieldwork Equipment

- Compasses
- Measuring equipment (tape measures, trundle wheels)
- Clipboards and recording sheets
- Cameras and tablets for recording

- *Thermometers and weather equipment*
- *Data collection materials*

8.4 Reference Materials

- *Non-fiction books about places and geographical topics*
- *Topic-specific resources for each unit*
- *Geographical dictionaries and glossaries*
- *Display materials and posters*
- *Artefacts from different places and cultures*

The geography coordinator maintains an inventory of resources and ensures materials are regularly audited, maintained, and replaced as necessary.

8.5 External Resources and Enrichment

We enhance our geography curriculum through:

- *Fieldwork in the local area*
- *Visits to places of geographical interest*
- *Virtual tours and video conferencing with other locations*
- *Visiting speakers with geographical expertise*
- *Links with organizations promoting geographical education*
- *Participation in geographical competitions and events*
- *Use of current news and media to explore geographical issues*
- *Partnerships with secondary schools*

These experiences broaden pupils' understanding of geography and help them see the relevance of geographical knowledge in the real world.

9. Roles and responsibilities

9.1 Headteacher

The headteacher at our school will:

- *Support the geography subject leader but also hold them to account for the effectiveness of the subject*
- *Support staff through the provision of training and resources*
- *Monitor the planning and delivery of geography across the school*
- *Ensure the requirements of the National Curriculum are met*
- *Ensure this policy is reviewed according to the timescales set out*
- *Promote the importance of geography across the school community*
- *Support geographical fieldwork and educational visits*

9.2 Subject Leader

The geography subject leader at our school will:

- Prepare and review the geography subject policy and curriculum plans
- Promote the study of geography throughout the school
- Monitor the teaching and assessment of geography through learning walks, work scrutiny, and data analysis
- Attend appropriate CPD and stay informed regarding developments in geography education
- Evaluate and maintain geographical resources and equipment
- Provide training and CPD to staff on the geography curriculum and its delivery
- Assess the impact of the geography curriculum on pupils' learning and development
- Make presentations to governors on geography and how it is being taught
- Coordinate fieldwork and enrichment opportunities
- Celebrate geographical achievements across the school
- Keep up to date with current geographical issues and integrate these into teaching

Geography Subject Leader: Helen Wager

9.3 Link Governor

The link governor responsible for geography at our school will:

- Monitor the impact of geography across the school and on pupils
- Monitor teacher workload and professional development in relation to geography
- Ensure geography action plans are suitable
- Monitor the quality of geographical resources and equipment
- Keep track of pupil and parent engagement with geography
- Keep up to date with the geography curriculum (what's taught, why it's taught, and how it's taught)
- Meet regularly with the subject leader to discuss progress and priorities

9.4 Classroom Teacher

Classroom teachers at our school will:

- Teach and assess geography according to the principles laid out in this policy
- Report to the subject leader on standards and pupil progress
- Maintain subject knowledge through appropriate CPD
- Plan engaging and challenging geography lessons
- Use assessment to inform teaching and identify pupils requiring support or extension
- Create a positive classroom environment where all pupils can develop as geographers
- Provide opportunities for geographical enquiry and fieldwork
- Use current events to bring geography to life
- Communicate with parents about their child's geographical progress

9.5 Parents

The parent community at our school will:

- Support their children's geographical learning and curiosity about the world

- *Encourage a positive attitude towards geography*
 - *Ensure their children are prepared for learning*
 - *Communicate with school if their child is experiencing difficulties*
 - *Engage with school events related to geography*
 - *Support fieldwork and educational visits where appropriate*
 - *Celebrate their children's geographical achievements*
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10. Inclusion

Teachers set high expectations for all pupils in geography. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- *More able pupils*
- *Pupils with low prior attainment*
- *Pupils from disadvantaged backgrounds*
- *Pupils with special educational needs (SEN)*
- *Pupils with English as an additional language (EAL)*

We recognize the diverse needs of our learners and adapt our teaching to ensure all pupils can access and enjoy geography.

Supporting All Learners

We provide appropriate support and adaptations to enable all students to access and enjoy geography, including:

- *Differentiated tasks and expectations to suit varying abilities*
- *Use of visual resources, maps, photographs, and diagrams*
- *Simplified or extended texts as appropriate*
- *Additional time and support where required*
- *Alternative methods of recording (verbal, photographic, digital)*
- *Use of practical and hands-on activities*
- *Peer support and collaborative working opportunities*
- *Liaison with the SENCO and external agencies where necessary*
- *Pre-teaching of key vocabulary and concepts*

Teachers will plan lessons so pupils with SEN and/or disabilities can study geography, wherever possible, and ensure that there are no barriers to every pupil achieving. The visual and practical nature of geography makes it particularly accessible and engaging for all learners.

Enrichment and Challenge

We provide opportunities to extend and enrich the geographical experiences of all pupils through:

- *Extended geographical investigations and enquiries*
- *Independent research projects*

- Leadership opportunities (Geography Ambassadors)
- Entry into competitions and challenges
- Links with geographical organizations and experts
- Advanced map work and data analysis
- Exploration of complex geographical issues
- Opportunities to mentor younger pupils

Teachers will also take account of the needs of pupils whose first language is not English. The visual and practical nature of geography supports language development, and pupils are encouraged to use geographical learning as a means of understanding and describing the world.

Celebrating Diversity

Our geography curriculum ensures that all pupils, regardless of background, can see themselves and their communities represented. We achieve this by:

- Exploring diverse places, cultures, and environments
- Valuing pupils' own geographical knowledge and experiences
- Studying geography from multiple perspectives
- Avoiding stereotypes and presenting balanced views
- Celebrating the geographical heritage of all pupils
- Creating an inclusive environment where all geographical voices are heard
- Understanding global interconnections and shared challenges

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

11. Links to other policies

This geography policy links to the following policies and procedures:

- Curriculum Policy
- Assessment Policy
- Marking and Feedback Policy
- SEN Policy and Information Report
- Teaching and Learning Policy
- Equal Opportunities Policy
- Behaviour Policy
- Health and Safety Policy
- Educational Visits Policy
- Equality Information and Objectives Statement

12. Monitoring and review

This policy will be monitored through:

- Learning walks and lesson observations by the subject leader and senior leadership team
- Work scrutiny including maps, written work, and geographical investigations
- Pupil voice activities and discussions about geography
- Analysis of assessment data and pupil progress
- Review of fieldwork activities and outcomes
- Governor monitoring visits
- Staff feedback and consultation
- Evaluation of curriculum coverage and progression

The policy will be reviewed annually by the geography subject leader in consultation with staff and governors, or sooner if required due to changes in legislation, curriculum requirements, or school circumstances.

Policy Date: September 2025

Review Date: September 2026

Subject Leader: Helen Wager

Headteacher: Jenny Pashley

Chair of Governors: Jo Boyne

Appendix A: Geography Long Term Plan (2025-2026)

Geography is taught in blocks throughout the year, with units carefully sequenced through enquiry-based questions that drive learning and encourage pupils to investigate, question, and think critically about the world around them.

Year Group	Autumn	Spring	Summer
EYFS	Our EYFS activities are delivered throughout the year to ensure pupils meet the Statutory Early Learning Goals while building the foundations for Geography. We use Development Matters as a valuable, non-statutory supplement to further refine and support this learning journey. Activities include exploring the local environment, understanding position and direction, observing natural and built features, and developing awareness of different places and communities.		
Year 1	What is it like here?	What is the weather like in the UK?	What is it like to live in Shanghai?
Year 2	Would you prefer to live in a hot or cold place?		Why is our world wonderful? What is it like to live by the coast?
Year 3	Are all settlements the same?	Why do people live near volcanoes?	Who lives in Antarctica?
Year 4	Where does our food come from?	Why are rainforests important to us?	What are rivers and how are they used?
Year 5	What is life like in the Alps?	Would you like to live in the desert?	Why do oceans matter?

Year 6	Why does population change?	Where does our energy come from?	Can I carry out an independent fieldwork enquiry?
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Key Features of the Long Term Plan:

- **Enquiry-Based Learning:** Each unit is driven by a key question that pupils investigate throughout their learning, developing their ability to think geographically and draw evidence-based conclusions
- **Progressive Knowledge:** Units build on prior learning, with increasing complexity in locational knowledge, place knowledge, and understanding of physical and human geography processes
- **Balanced Coverage:** The curriculum ensures comprehensive coverage of the UK, Europe, North and South America, and other world regions, alongside diverse physical and human geography themes
- **Local to Global:** Pupils begin with their immediate locality and progressively develop understanding of the wider world, making connections between local, national, and global geography
- **Disciplinary Knowledge:** All units develop geographical skills including map work, data analysis, and fieldwork, alongside the substantive knowledge of places and processes
- **Current Relevance:** Topics engage with contemporary geographical issues such as climate change, sustainability, migration, and resource management, helping pupils understand their role as global citizens