

GEOGRAPHY POLICY

This policy was approved by Governors on 20th November 2025 and will be reviewed in Autumn term of 2026.

1. Introduction

- 1.1 This policy outlines the purpose, nature and management of the Geography taught and learned in our school. Geography is a non-core subject within the National Curriculum.
- 1.2 The school policy for Geography reflects the consensus of opinion of the whole teaching staff. It has been drawn up by the Geography subject leader as a result of staff discussion and has the full agreement of the governing body and teachers.
- 1.3 The implementation of this policy is the responsibility of the Headteacher and all the teaching staff.

2. The Nature of Geography

- 2.1 Geography is concerned with the development of geographical enquiry and the application of skills and techniques through the knowledge and understanding of people and places. This includes the study of human and physical patterns and processes, which determines environmental change and sustainable development.
- 2.2 Our school curriculum drivers are: Collaboration, Curiosity and Resilience. Through Geography learning opportunities the children at Navenby Primary School will be empowered to be curious about the world we live in.
- 2.3 Through their work in Geography, pupils learn about their local area and compare their life in this area with that in other regions of the United Kingdom and in the rest of the world. Through their growing knowledge and understanding of Human Geography, pupils gain a greater understanding and appreciation of life in other cultures. Geography enables pupils to know and understand environmental problems at a local, regional and global level and how this impacts on the well-being of individuals.
- 2.4 Through their work in Geography, pupils learn how to draw and interpret maps and they develop the skills of research, investigation, analysis and problem solving.
- 2.5 In Foundation Stage, Geography is taught as an integral part of topic work. The curriculum in Key Stage 1 and 2 is currently based upon the programmes of study within the National Curriculum guidelines for Geography. These are translated into practical teaching plans and knowledge boxes that build upon the children's prior understanding of their own locality. It is recognised that some aspects of geography are present in cross-curricular themes through challenge questions and that language skills are developed within geographical studies. Learning is put into real life contexts so that children can see its impact on how they live today.

3. Entitlement

- 3.1 All children have an entitlement to access the national curriculum programme of study for Geography. The entitlement for Geography is shown on the school's curriculum framework.
- 3.2 Specific units, which are covered during the year by particular age groups, are recorded by the Geography leader and are shown on the school's curriculum framework. Medium term plans give details of the learning intentions within the National Curriculum.

3.3 Pupils have the opportunity to carry out fieldwork in both Key Stages in and around the local area and, where appropriate, further afield.

4. Implementation

4.1 As the Reception class is part of the Foundation Stage of the National Curriculum, we relate the geographical aspects of pupils' work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for pupils aged three to five.

4.2 The programme of study for Key Stage 1 includes:

- The ability to name and locate the world's seven continents and five oceans using maps, atlases and globes
- The ability to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
- Understanding 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
- Identifying 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
- Using basic geographical vocabulary to refer to: physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather & key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
- Using simple compass directions (North, South, East and West) and locational and directional language (for example, near and far; left and right), to describe the location of features and routes on a map
- 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.

4.3 The programme of study for Key Stage 2 includes:

- Locating 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
- Locating counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- Identifying 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 (including day and night)
- Understanding 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
- Describing physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- Studying types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
- Using maps, atlases, globes and digital/computer mapping to locate and describe countries
- Using 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

- Using 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.

- 4.4 At Key Stages 1 and 2 Geography can be taught independently, but more often it is linked to cross-curricular themes.
- 4.5 A sense of place is developed in pupils during their Reception year by activities that encourage the correct use of appropriate geographical language and the study of their immediate surroundings in school and where they live.
- 4.6 An investigative approach to Geography, involving pupils' active participation in enquiry, fieldwork, map work and the use of ICT is promoted. Pupils have the opportunity to use resources such as globes, maps, pictures, aerial photographs, compasses, measuring equipment, books and a range of online resources
- 4.7 All teachers are responsible for planning and teaching Geography.

Geography forms part of the school curriculum policy to provide a broad and balanced education to all the pupils whatever their ability. We match the challenge of the task to the ability of the child. We provide learning opportunities that match the needs of pupils with learning difficulties and we take into account the targets set for individual pupils in their Additional Needs Plans. Planning is based on our school drivers (collaboration, curiosity and resilience) to provide consistency across our curriculum. Children will learn more and be able to recall key knowledge when using these drivers in other curriculum subjects.

- 4.8 Activities within the classroom and further afield are planned in such a way as to encourage full and active participation by all pupils irrespective of ability, race or gender.
- 4.9 When engaged in fieldwork, pupils are expected to behave in a considerate, responsible manner showing respect for other people and the environment. All out-of-school activities must comply with the guidelines in the school Health and Safety policy, with particular reference to risk assessment.
- 4.10 Teaching staff are responsible for ensuring that a risk assessment has been carried out before the visit takes place and that this has been recorded on Evolve with approval from the EVC and the Headteacher at least a week before the trip.
- 4.11 In our studies, equal emphasis is given to the roles of both men and women at all levels of society. In distant localities, where appropriate, there is a focus on the lives of real people and families to avoid stereotyping. We promote the use of correct terminology from an early age in order to encourage greater mutual understanding and knowledge of tier 3 vocabulary.

5. Assessment (Also see Assessment Policy)

- 5.1 Pupils' work in Geography – as with other 'non-core' subjects – is assessed informally during and at the end of each unit. Day-to-day teacher assessments contribute to a summative assessment which is communicated to parents via parents' evenings and the annual report. Teachers are encouraged to refer to the exemplars of standards for Geography in the National Curriculum on the website.
- 5.2 Assessments are recorded on Arbor, under three sections – Human geography, fieldwork and geographical skills and locational knowledge.

6. The Contribution of Geography to English and Maths

- 6.1 Geography actively promotes the skills of reading, writing and speaking and listening; geographical questions are discussed and findings are presented to the class. Some of the texts used in English or Guided Reading lessons are geographical in nature.
- 6.2 Geography contributes to the teaching of Mathematics in a variety of ways. Children study space, scale and distances and learn to use grid references. Graphs are used to explore, analyse and illustrate a variety of data.

7. Resources

- 7.1 Geography resources are stored centrally in the school’s general resource cupboard, located in the red room, with the exception of atlases which are kept in Elm Class.
- 7.2 The use of web-based resources are encouraged to accompany the school’s physical resources.
- 7.3 All classrooms will have maps on display, this could be maps of the local area, the UK or parts of the World. Staff will ensure maps are suitable to support current learning or can be built up to show prior learning.

8. Background Documentation

- 8.1 This policy was informed by reference to the National Curriculum documents for Geography. Reference has also been made to our own school framework and a review of the existing policy.

Policy Approved: Full Governors meeting 20th November 2025

Signed: Chair of Governors: Mr J Kirby

Headteacher:Mr C Elliott