



Geography Policy

2024-2025

Introduction

“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. Teaching should equip pupils with 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. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time.” National Curriculum 2014

Aims

The curriculum for geography aims to ensure that all pupils:

- Develop contextual knowledge of the location of globally significant places, including their defining physical and human characteristics.
- Understand the processes that give rise to key physical and human geographical features of the world.
- Interpret a range of sources of geographical information, including maps, diagrams, globes and aerial photographs.

Objectives

Key stage 1 National Curriculum Expectations

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to: Locational knowledge

- Name and locate the world’s 7 continents and 5 oceans
- Name, locate and identify characteristics of the 4 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 geographical vocabulary to refer to:
 - key physical features, including: country, continent, coast, ecosystem, glacier, hemisphere, sea, ocean, savannah, weather.
 - key human features, including: fairground, parliament, landmark, city, home, skyscraper, harbour and shop

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 at this key stage
- Use 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 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

	Autumn	Spring	Summer
Year 1	Our Local Area - What is our local area like?	The United Kingdom - What are the countries that make up the United Kingdom like?	Beside the Sea - What human and physical features can you find at the seaside?
Year 2	Planet Earth - Can you describe the seven continents and five oceans that make up planet Earth?		Life in Kenya - How is living in Kenya similar and different to living in the UK?

Role of the Governing Body

It is the responsibility of the ICT Governor to liaise with the Leader to discuss the subject action plan and the progress being made towards it. They should update the Governing body on issues relating to Geography.

Role of the Head teacher

- Determine the ways that Geography is used to support, enrich and extend the curriculum
- Decides the provision and allocation of resources and budget with regard to the need of the curriculum
- Provide regular opportunities for staff training and support to ensure confidence in teaching and planning
- Provides Geography Leader with opportunities for CPD
- Ensure the Geography Policy reflects the vision of the school alongside the Geography Leader

Role of the Subject Leader

- Raising and ensuring quality teaching computing skills throughout the school
- Ensure that staff skills and knowledge are up to date and to organising training for staff where required
- Advise colleagues on effective teaching strategies, planning and resources for Geography
- Monitoring the delivery of the Geography Curriculum
- Liaising with staff and other external agencies
- Being a point of contact for any queries about the teaching of Geography

Monitoring & Evaluation

The Geography Policy has been formulated to provide a basis for staff to evaluate the quality of teaching and learning of Geography in their classroom and across the school.

In order to provide a clear picture of the quality and consistency of practice across school, when evaluating Geography, it will be monitored and evaluated through:

- ❖ Classroom observation
- ❖ Sampling pupil's work
- ❖ Sharing pupil's work throughout school and discussing quality
- ❖ Internal moderation of pupils' work
- ❖ Discussion with pupils

Equal Opportunities

All children have equal access to the curriculum regardless of their gender, disability or ability. We plan work that is differentiated for the performance of all groups and

individuals and are committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment to achieve their potential.

Review

This policy will be reviewed in the Summer Term 2025.