



Geography Policy

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Aims & Intent

Geography teaches and develops an understanding of the world in which pupils live through the study of place, space and environment. Through their work in geography, pupils learn about their local area and compare their life in this area with that in other regions in the United Kingdom and the rest of the world. They learn how to draw and interpret maps and develop the skills of research, investigation, analysis and problem-solving. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures. Geography teaching also motivates children to find out about the physical world and enables them to recognize the importance of sustainable development for the future of mankind.

Through the teaching of geography, we intend:

- to enable children to gain knowledge and understanding of places in the world.
- to increase children's knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country.
- to promote children's spiritual, moral, social and cultural development.
- to promote children's interest and understanding about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.
- to allow children to learn graphic skills, including how to use, draw and interpret maps.
- to enable children to know and understand environmental problems at a local, regional and global level.
- to encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means.
- to develop a variety of other skills, including those of enquiry, problem solving, ICT, investigation and how best to present their conclusions in the most appropriate way.
- to inspire and nurture in children a curiosity and fascination about the world around them and its inhabitants that will remain with them for the rest of their lives.

Implementation

Norbreck Primary Academy's Geography curriculum aims to ensure that all children will have opportunities to:

- develop age-appropriate, accurate knowledge of the location and physical and human features of a wide range of locally and globally significant places.
- to use this knowledge and understanding to provide a geographical context to study and understand the actions of important geographical processes.

- to understand that these processes give rise to the key physical and human geographical features of the world.
- to be able to use age-appropriate geographical vocabulary which is appropriate and accurate.
- to use and interpret a wide range of sources of geographical information including but not limited to maps, diagrams, globes, and aerial photographs.
- to use and explore digital mapping resources in all year groups to develop skills in digital mapping.
- to collect, analyse and present a range of data gathered through fieldwork.
- to communicate geographical information in a variety of ways.
- to provide opportunities for children to explore their spiritual, moral, social and cultural development, enabling them to develop a greater understanding of their own place in the world around them and their rights and responsibilities as global citizens.

Impact

Our curriculum is engaging and well organised to demonstrate a progression of skills from Early Years to Year 6. As children move through school, they develop knowledge and understanding and an appreciation of their local area and its place within the wider geographical context. By the end of Key Stage 2 children will be keen Geographers who are well equipped with the geography knowledge and skills needed to prepare them for the wider world.

Teaching and Learning

We use a variety of teaching and learning practices in our geography lessons and believe in teaching methods that combine with enquiry-based research activities. We encourage children to ask as well as answer geographical questions. Pupils are taught to describe key characteristics and associated processes using technical terminology and specialist vocabulary where appropriate.

Pupils learning takes place independently, in groups, during whole class, small group or 1:1 discussion, role play activities and when presenting reports and presentations to the rest of the class.

Lessons provide opportunities for pupils to engage in a wide range of geographical, enquiry-based research activities including the following:

- Questioning, predicting and interpreting
- Pattern/link seeking
- Practical hands-on experiences including fieldwork
- Collaborative work
- Problem solving activities
- Big question time
- Classifying and grouping
- Researching using secondary sources

Pupils engage in the exploration and use of a variety of sources and data, such as maps, statistics, graphs, pictures, and aerial photographs. Pupils use computing in geography lessons where this serves to enhance their learning or to develop their digital mapping skills and wherever possible, we involve the children in 'real' geographical activities, e.g. research of a local environmental problem or use of the internet to investigate a current issue. Opportunities for outdoor and active learning are provided wherever possible.

We ensure that the needs of all pupils are met by:

- setting common tasks which are open-ended and can have a variety of responses.
- setting tasks of increasing difficulty.
- providing adaptable resources and ways to access learning.
- using classroom assistants to support the work of individual children or groups of children.

Geography curriculum planning

We use the National Curriculum as the basis for our geography curriculum, using a topic approach to learning which best meets the needs of our pupils. Our medium-term planning is built around a progression of skills document that ensures a comprehensive coverage of knowledge, skills and understanding from EYFS to Year 6. We combine geographical study with work in other subject areas and make use of opportunities to include and apply geography skills in other areas of school life, e.g., school trips, theme days, STEM activities, and PE.

Topics in geography are planned so that they build upon prior learning. All children develop their skills and knowledge in each unit and, through planned progression built into the scheme of work. We offer them increasing challenge as they move up the school.

Geography topics are taught every term with geography activities scattered throughout the year to aid the building of long-term memory pathways. Topics are tailored to the developmental needs of each year group in a series of well sequenced lessons that demonstrate clear progression. We make good use of the schools immediate and extended locality, providing opportunities not only to develop fieldwork skills but foster a sense of pride in our school and surrounding locality. School minibuses are used where possible to take the children on excursions and to visit the local area.

The same progression of skills document from EYFS to Year 6 is used by all teachers to ensure consistency. Knowledge Organisers are used at the beginning of each topic and referred to regularly to help pupils retain key vocabulary, place names and geographical information. These also include necessary visuals such as

maps where appropriate. A range of Geography resources are available to aid planning and preparation of units of work.

Foundation Stage

Learning, activities and experiences are based on the seven areas of learning and development as outlined in the DfE's 'Statutory Framework for the Early Years Foundation Stage'. All geography-based activities will relate the geographical aspects of pupil's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for Reception aged children. Geography makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world. Pupils in EYFS will be given opportunities to explore and use a variety of sources such as maps, globes, pictures, aerial photographs, and artefacts. EYFS pupils learning takes place independently, in groups, during whole class, small group or 1:1 discussion, role play, construction, small world and outdoor activities.

Inclusion

At Norbreck Primary Academy we teach geography to all children. Geography forms part of the school's curriculum policy to provide a broad and balanced education to all children. Pupils with additional needs will receive support from the adults in their class and have adaptations made where necessary to remove barriers to learning.

Assessment and Recording

EYFS - Assessment at this level is ongoing and uses questioning, discussion, communication through play and home learning tasks and video and photographic evidence of achievements on Seesaw and in lookbooks.

Year 1 – 6 - We assess the children's work in geography by making judgements as we observe the children during lessons. Assessment is recorded on the school's Juniper assessment program; this shows coverage & records the children's knowledge & understanding. For summative assessment, a 'Big Question' is asked once at the beginning of a topic and again at the end of the topic to measure progress. Formative assessment is ongoing via questioning, quizzes, projects, video and photographic evidence of achievements recorded on Seesaw and teacher observations. Further key component questions offer discussion starters and higher order thinking opportunities throughout the term. These are tailored to meet the needs of children with SEND and to challenge greater depth thinkers.

For all year groups the results of end-of-year assessments are passed to relevant members of staff, such as the pupil's future teacher, to demonstrate where learners are, at that given point in time.

Fieldwork

Fieldwork is integral to good geography teaching, and we include as many opportunities as we can to involve children in practical geographical research and enquiry. We believe in hands-on active learning experiences within Geography lessons. Children will have planned opportunities to use measuring, recording, data collection and observational skills.

All planning for fieldwork activities includes appropriate risk assessments and where necessary follow appropriate educational visit procedures.

Monitoring and Review

Objectives are assessed using our whole school progression documents. These highlight specific objectives to be assessed ensuring that all objectives are covered over the school year.

Planning and assessment is regularly monitored by the Geography Co-Ordinator. Pupil Voice interviews and Teacher Voice questionnaires are carried out regularly.

Liaising with outside teachers, clusters and professionals is important to us at Norbreck. Termly network meetings are attended by the Geography Co-Ordinator who then passes on relevant information. CPD is provided where necessary and is available to all. All staff have access to the Geographical Association website where up-to-date information, geographical findings, debates, articles, advice and more can be found.

This policy will be reviewed annually by the geography team to ensure it remains relevant, effective, and is aligned with educational standards.