



Geography Policy

Autumn 2025



Our vision statement

At Southglade Primary and Nursery School we feel it is important to nurture and encourage the natural curiosity our pupils have, to shape and direct it to turn the children into inquisitive, questioning learners who look closely at the world around them and begin to be able to interpret what they see. We also know it is important for pupils to feel pride in where they come from and encourage local fieldwork skills to foster this. We recognise that our pupils are going into a rapidly changing world and we prepare them for this by encouraging our pupils to learn to think critically, use maps, visual images and other technologies to analyse and present information they gather. Where ever possible cross-curricular links are made through overarching themes to contextualise and motivate learners.

Introduction

At Southglade Primary and Nursery School we are committed to providing all children with learning opportunities to engage in geography. This policy sets out a framework within which teaching and non-teaching staff can work, and give guidance on planning, teaching and assessment.

Aims

The aims of geography are:

- To stimulate children's interest in their surroundings and develop a knowledge and understanding of the physical and human geography around them.
- To provide learning opportunities that enthuse, engage, and motivate children to learn and foster a sense of curiosity and wonder at the beauty of the world around them.
- To encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means.
- To make sense of their own surroundings through learning about their own locality and the interaction between people and the environment.
- To develop the geographical skills, including how to use and interpret maps of different scales, and the vocabulary necessary to carry out effective geographical enquiry.
- To be able to apply map reading skills to globes and atlas maps and identify geographical features.
- To formulate appropriate questions, develop research skills and evaluate material to inform opinions.
- To enable children to work geographically by using a variety of materials and equipment including other people's experiences and knowledge.

As a school, we teach geography in three parts; knowledge, skills and application. We recognise the importance of teaching knowledge and skills equally to equip our children to be well-rounded geographers.

Knowledge

In order to be an effective geographer, it is important to have knowledge of the globally significant places on the land and the sea, including the human and physical features. At Southglade we aim for children to understand how geographical processes bring about variation and change over time.

Skills

The key skills of a geographer is to be able to collect and analyse a range of data collected through fieldwork to deepen understanding of geographical processes. To interpret a range of geographical information, including maps, diagrams, globes and aerial photographs and communicate geographical information in a variety of ways, including through maps, numerical data and writing.

Application

Whilst we recognise the importance of teaching geographical skills and knowledge, we understand the value of children being able to apply these in order to become a successful geographer. Through the application stage of teaching geography, pupils are encouraged to show independence through a child-led project. Children should demonstrate their geographical knowledge and showcase the skills of a geographer.

The Geography Curriculum

Early Years

In Early Years, geography is taught through daily conversations, adult-led activities and child-led activities. The children are encouraged to talk about aspects of their familiar world such as the place where they live or the natural world. In the Foundation Stage, Geography makes a significant contribution to developing a child's understanding of the world through activities such as playing with small world models such as a farm, a village or train track and making observations of features of their environment.

Key Stage One

The National Curriculum Programme of Study at Key Stage 1 focuses on pupils developing knowledge about the world, the United Kingdom and their locality. Children 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 about:

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, 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

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 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.

Key stage 2

The National Curriculum Programme of Study at Key Stage 2 focuses on Pupils extending their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. Children should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught about:

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 (including 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, 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)

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
- human geography, including: types of settlement and land use, economic activity including trade links, and

Teaching and Learning

At Southglade Primary and Nursery School, we believe in an education for all. The Geography curriculum is taught through a range of teaching and learning styles to enable all pupils to become engaged and inspired geographers.

We believe our pupils learn best when:

- They use Photographs, pictures, maps and globes.
- They use ICT- digital mapping, google earth, aerial photos.
- They undertake Fieldwork, visitors and visits to places of geographical interest especially in the local area.
- They are shown, or use independently, resources from the internet
- They are provided with opportunities to work independently or collaboratively, to ask as well as answer geographical questions.
- They are able to choose how to demonstrate their knowledge through an end of unit project.

Pupils are taught within the whole class, regardless of ability or SEND. Teachers use the skills ladders to plan appropriate activities for children on alternative curriculums and by matching the challenge of the task to the ability of the child.

Geography planning

Geography is taught through curriculum drivers. Each Year Group will teach 2 Geography drivers each year. Teachers plan using the progression ladders and teacher CPD sheets.

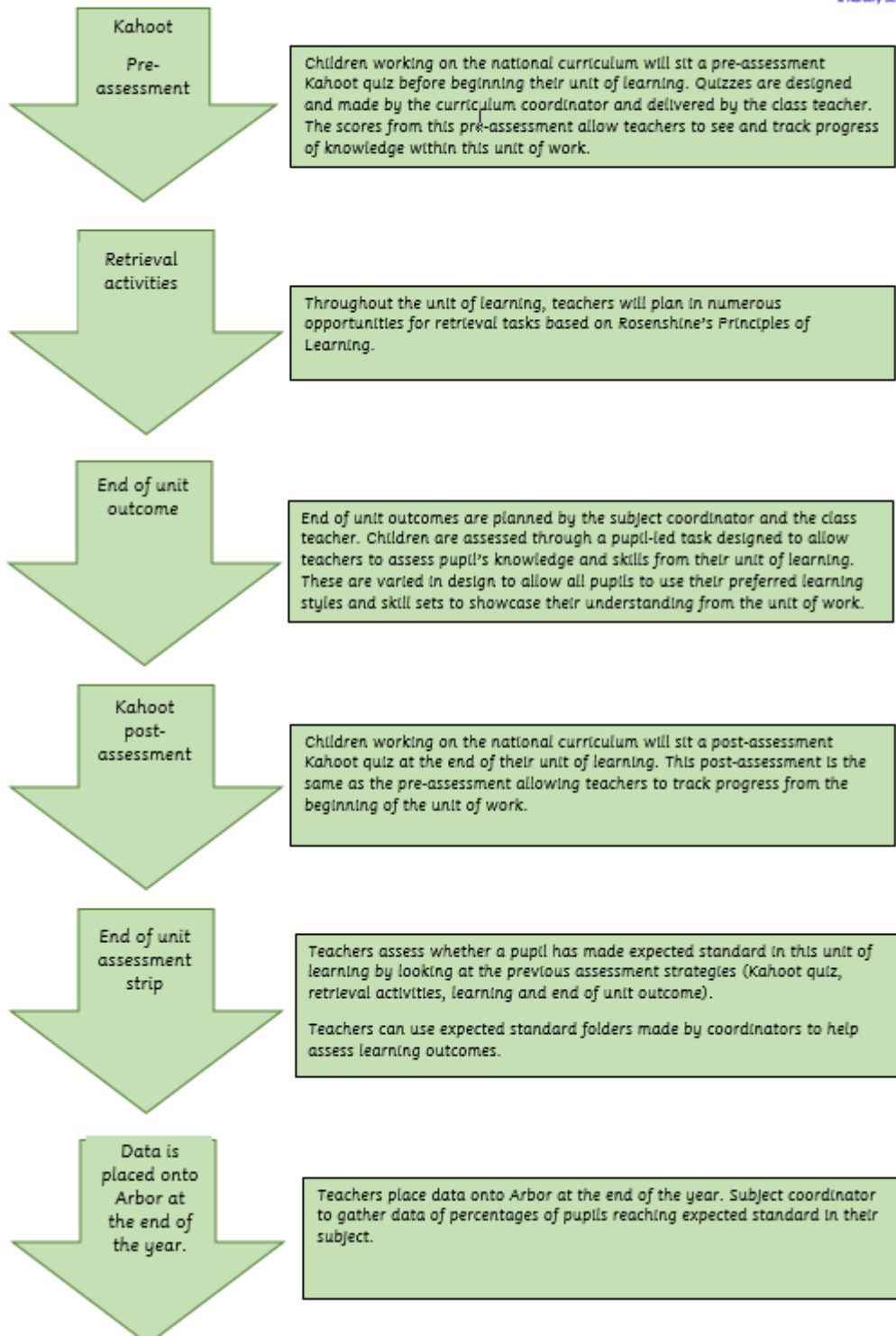
Progression

A Geography progression ladder is used from Year 1 - Year 6. Teachers use this ladder to ensure activities build on pupil's prior learning. Progression ladders ensure that pupil's skills are constantly challenged as they move up through school.

Assessment and feedback



Assessment of the foundation subjects at Southglade



Monitoring

Monitoring is the responsibility of the Geography Lead. Monitoring of geography includes; learning walks, book looks, environment looks, teacher planning, pupil voice and staff voice.