



Geography Policy

'Love bears all things, believes all things, hopes all things, endures all things.'

1 Corinthians

Approved: November 2026

Review date: November 2027

Geography at All Saints Primary School

1. Aims

The aims of Geography at All Saints Primary School are:

- To stimulate children's interest in their surroundings and develop a knowledge and understanding of the physical and human processes which shape places.
- To increase children's knowledge of other cultures and, in so doing, teach respect and understanding of what it means to be a positive citizen in a multi-cultural country.
- 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 local area and the interaction between people and the environment.
- To develop geographical skills—including how to use, draw, and interpret maps of different scales—and the vocabulary necessary to carry out effective geographical enquiry.
- 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 in a range of appropriate contexts, using a variety of materials and equipment, including other people's experiences and knowledge.

2. Intent

"The study of geography is about more than just memorising places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exist across continents, and ultimately, using that knowledge to bring people together and inspire action."

— Barack Obama

At All Saints, we believe that Geography provokes and provides answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it.

The Geography curriculum enables children to develop knowledge and skills that are transferable to other curriculum areas, promoting their spiritual, moral, social, and cultural (SMSC) development. Geography is, by nature, an investigative subject that develops an understanding of concepts, knowledge, and skills. The curriculum is designed to ensure knowledge and skills build progressively throughout a child's time at All Saints, preparing them for further education and beyond.

3. Implementation

Scheme of Work & Delivery

To deliver full coverage of the National Curriculum for Geography, All Saints Primary School utilizes the **Kapow Primary Geography** scheme of work. Geography is taught in alternate half-termly blocks. Kapow Primary provides a structured progression framework, unit portals, comprehensive lesson plans, and knowledge organizers. This scheme ensures that units offer rich opportunities for pupils to deepen both **substantive knowledge** (topic and locational facts) and **disciplinary knowledge** (geographical enquiry and skills).

Curriculum Strands

Teaching across all key stages is structured around core and additional geographical strands:

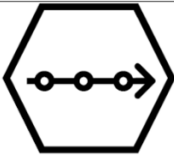
- **Core Strands:** Geographical enquiry; Fieldwork/maps; Locational knowledge; Place knowledge; Human and physical geography.
- **Map & Spatial Strands:** Direction/location; Drawing maps; Representation; Using maps; Scale and distance; Perspective; Map knowledge/style of map.

The Six Core Geographical Skills

In lessons, pupils utilize six core skills to become confident geographers:

1. **Observing:** Making detailed observations of places around the world and within the local environment.
2. **Grouping:** Categorizing physical and human features, climate zones, and land-use types.
3. **Questioning:** Formulating and answering geographical enquiry questions using specific vocabulary.
4. **Explaining:** Describing processes, cause-and-effect relationships, and environmental interactions.
5. **Linking:** Connecting physical processes with human activity and linking geographical learning across subjects.
6. **Researching:** Evaluating data, aerial photographs, maps, graphs, and statistics to draw informed conclusions.

In lessons children use our 6 core skills to help them become confident geographers with a good knowledge and understanding of Geography.

Observing	Grouping	Questioning	Explaining	Linking	Researching
					

All geography units are anchored by '**Big Questions**' that challenge pupils to apply unit knowledge and skills to solve meaningful enquiries. Units are explicitly linked to our school's Christian values and curriculum drivers, ensuring pupils develop the essential skills required to fulfil their unique potential.

Planning

Topics are planned to ensure clear cumulative progression across year groups. Using the Kapow Primary scheme of work, our long-term plan maps geography units across each term for Key Stage 1 and Key Stage 2. Knowledge organisers outline small steps, tier 2 and tier 3 vocabulary, and key questions for each unit, while short-term lesson plans define exact learning objectives and success criteria for every lesson.

4. Key Stage Overview

Early Years Foundation Stage (EYFS)

Geography is taught in EYFS as an integral part of thematic learning. Geographical aspects are aligned with the Early Learning Goals (ELGs) within **Understanding the World** (*People, Culture and Communities* and *The Natural World*). Children explore different places, habitats, and their immediate local environment through play, sensory exploration, and guided talk.

Key Stage 1

Pupils build locational knowledge by naming and locating the world's seven continents, five oceans, and the four countries, capital cities, and surrounding seas of the United Kingdom. They develop place knowledge by comparing the human and physical geography of a small area of the UK with a contrasting non-European country. Pupils identify seasonal/daily weather patterns in the UK and locate hot and cold areas of the world in relation to the Equator and the Poles.

Fieldwork and map skills are embedded through using world maps, atlases, globes, simple compass directions, aerial photographs, and local observational surveys.

Key Stage 2

Pupils extend their knowledge beyond the local area to include the UK, Europe, and North and South America. They study environmental regions, key physical/human characteristics, countries, and major cities. Locational knowledge expands to include UK counties, topographical features, land-use patterns, and global lines of reference (latitude, longitude, Equator, Hemispheres, Tropics, and time zones).

Pupils compare regions across the UK, Europe, and the Americas. Human and physical topics cover climate zones, biomes, rivers, mountains, volcanoes, earthquakes, the water cycle, settlements, economic activity, and natural resource distribution. Map skills advance to 8-point compass directions, four- and six-figure grid references, OS maps, digital mapping, and fieldwork data collection (sketch maps, graphs, and digital tools).

Cross-Curricular Links & SMSC

- **Spiritual Development:** Helping pupils recognise the beauty and diversity of the natural world, fostering wonder at physical features (e.g., the Grand Canyon) and understanding their place in the world.
- **Moral Development:** Reflecting on how human decisions impact the environment. Pupils discuss moral dilemmas surrounding environmental change (e.g., infrastructure development) to form reasoned opinions.
- **Social Development:** Considering the views of others when discussing settlements, land use, and global development. Fieldwork promotes collaborative teamwork and shared enquiry.
- **Cultural Development:** Exploring diverse settlements and cultures worldwide to foster tolerance, empathy, and respect.

English and Oracy

Geography makes a significant contribution to English and Oracy by promoting reading, writing, speaking, and listening. High-quality geography-themed fiction and non-fiction texts are embedded within English lessons.

Oracy is at the heart of our geographical learning:

- **Key Stage 1:** Pupils develop foundational speaking and listening skills through structured partner talk, role-play, picture analysis, and guided fieldwork discussions. Physical sentence stems are used to describe features, compare places, and give reasons (*"I think this is a physical feature because..."*).
- **Key Stage 2:** Pupils engage in formal debates on topical environmental and local issues, refining dialogic skills (instigating, building, and challenging ideas) using subject-specific language.

Writing is developed through meaningful geographical contexts, including fieldwork recording, persuasive letters, balanced reports, and written news scripts for verbal broadcasts.

Sustainability & Eco-Warriors

The curriculum promotes environmental responsibility by exploring climate change, resource conservation, and plastic pollution.

- **Eco-Warriors Club:** Our pupil-led Eco-Warriors council meets regularly to discuss, evaluate, and implement practical action plans to make All Saints a greener school. This provides a real-world platform for pupils to apply geographical knowledge, lead assemblies, and advocate for sustainability.

Inclusion and adaptive teaching

The Kapow Primary Geography scheme of work is designed to be fully adaptable for pupils with SEND. Every lesson includes an adaptive teaching section, providing clear guidance on how activities can be modified to meet the needs of all learners. Children learn in a variety of ways. As such, Kapow Primary geography lessons include a range of strategies to support and challenge every pupil, such as:

- **Scaffolding** - activities are designed with flexibility in mind, allowing for additional support or challenge where needed.
- **Multi-sensory approaches** - lessons incorporate different elements to engage all learners.
- **Clear instructions and structured tasks** - ensuring clarity and reducing cognitive load for pupils who benefit from additional support.
- **Opportunities for collaborative and independent learning** - allowing pupils to work at their own pace while building confidence and independence.

By embedding adaptive teaching throughout, the scheme ensures that all pupils, regardless of their starting points, can access and succeed in their learning.

6. Assessment & Impact

Formative Assessment

Formative assessment is embedded throughout Kapow Primary Geography lessons:

- **Questioning:** Targeted and open-ended questions check understanding and address misconceptions.
- **Observation:** Teachers observe pupils during fieldwork, mapwork, and group tasks.
- **Discussion & Dialogic Talk:** Pair/group talk allows teachers to assess understanding through dialogue.
- **Lesson Pauses & Retrieval Practice:** Strategic recap points and oral explanations reinforce retention.
- **Success Criteria & Reflections:** Lessons end with brief written or verbal reflections against success criteria.

Impact

- Pupils at All Saints can articulate their geographical learning, new discoveries, and links to prior knowledge.
- Pupil work demonstrates breadth, depth, and accurate use of tier 2 and 3 geographical vocabulary.
- Teachers display strong subject knowledge and confidence in leading enquiry-led lessons.

- Learning shows clear cross-curricular application, such as statistical data handling (Mathematics) and historical settlement development (History).
- Pupils demonstrate progressive cumulative knowledge across year groups as they advance through the school.

Review

This policy will be reviewed in Autumn 2027

