

Castle Primary School

Geography Policy

Review Date: June 2026

Introduction

This policy outlines the purpose, nature and management of the Geography taught and learnt in our school. Geography is a foundation subject within the National Curriculum. The school policy for Geography reflects the consensus of opinion of the whole teaching staff. It has been drawn up as the result of consultation with staff and has the full agreement of the governing body and teachers. The implementation of this policy is the responsibility of all the teaching staff.

Rationale for Geography Teaching

Geography is an integral part of the curriculum, as it provokes and answers questions about the natural and human worlds, using different scales of enquiry to view them from different perspectives. It develops knowledge of places and environments throughout the world, an understanding of maps, and a range of investigative and problem-solving skills, both inside and outside the classroom. As such, it prepares pupils for adult life and employment. Geography is a focus within the curriculum for understanding and resolving issues about the environment and sustainable development. The aim of geography is to raise awareness of the world around us. Geography lessons allow children to develop a deeper understanding of their locality. (Geographical Association)

Aims for the teaching of Geography at Castle Primary School

At Castle Primary School our intention is to provide quality teaching and learning of Geography. We aim for our pupils to:

- Be provided with a wide range of geographical experiences, both in and out of the classroom, which encourage them to build interest and enjoyment, knowledge, understanding and confidence, as well as allowing them to achieve to the maximum of their potential in the subject.
- Develop a sense of wonder and curiosity about the world in which they live and develop a sense of place.
- Develop their geographical vocabulary and a range of skills and apply them in an increasing range of situations to carry out geographical enquiry and to interpret geographical information.
- Communicate geographical information in a variety of ways.
- Become familiar with their own surroundings and extend their interest, knowledge and understanding of contrasting localities in Britain, Europe and the wider world.
- Build their knowledge and understanding of the human and physical processes and patterns which shape places and extend this to an appreciation of interconnections within, and between, different places.

- Adopt an enquiring approach to the world around them, developing in their ability to formulate appropriate questions, research, handle data and draw conclusions.
- Appreciate similarity and difference in the world around them, having empathy for the lives of others and respect for others' beliefs, cultures, attitudes and values.
- Gain a sense of responsibility for the care of the earth and its people.
- Develop a simple understanding of environmental sustainability and how they can be actively involved in living as sustainably as possible.

Through Geography we can also:

- Improve pupils' skills in English, Mathematics and Computing
- Develop pupils' thinking and creative skills
- Promote pupils' awareness and understanding of gender, cultural, spiritual, ethical and moral issues
- Develop pupils as active citizens
- Develop independent learning and collaborative skills

Skills

Skills are an integral part of Geography teaching and therefore they are included in each lesson. The skills are outlined on each yearly Long Term Plan, kept by the Humanities Lead. The teaching of skills progresses through each year group to ensure children are given opportunities to build on, and achieve, each skill.

The Role of the Humanities Lead is:

- Taking the lead in the development, evaluation and amendment of Geography schemes of work as and when necessary
- Acting as a consultant to colleagues on Geography resources, visits, visitors, curriculum changes, classroom teaching and learning ideas
- Monitoring and evaluating pupils' work, pupils' views about the subject, displays and teachers' planning
- Auditing Geography resources and ordering resources when needed
- Keeping up to date with developments in Geography and disseminating information to the rest of the teaching staff
- Leading staff meetings as appropriate
- Attending relevant in-service training and prompting others about relevant training

Early Years Foundation Stage:

Geography in the Foundation Stage and Nursery (EYFS) is taught as an integral part topic work. Geographical aspects of the children's work are related to the objectives set out in the Statutory EYFS Framework, for the specific area of learning 'Understanding the World'. Geography makes a significant contribution to these objectives, developing a child's knowledge and understanding of the world through a range of different activities.

Within 'Understanding the World', pupils will be guided to make sense of their physical world and their community, through opportunities to explore, observe and find out about people, places, technology and the environment.

Key Stage 1:

The National Curriculum Programme of Study at Key Stage 1 focuses on developing children's knowledge, skills and understanding of geography. 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 to:

- Name and locate the world's continents and oceans
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a contrasting non-European country
- 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
- 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 language (e.g. 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 also focuses on developing children's knowledge, skills and understanding of Geography. Pupils should extend their knowledge and understanding beyond the local area and the United Kingdom to include 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. They should develop their use of geographical tools and skills to enhance their locational and place knowledge.

Pupils should be taught to:

- 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)
- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (different from that taught at Key Stage 1), a region in a European country, and a region within North or South America
- 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: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Use the eight points of a compass, four-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
- Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Recording of Geography:

Pupils are encouraged to record their work using a variety of methods and to communicate their findings to others. These may include written or verbal reports, charts, collages, models, pictures and role play activities. Examples of children's work will be retained to provide evidence of on-going Geography, including photographic evidence of displays, presentations or field trips, and to ensure progression and continuity throughout the school.

Assessment

Children's progress should be monitored through observation and by using planning and learning objectives.

Marking

Feedback to pupils should be provided on their attainment against the objectives of Geography. Pupils are encouraged to improve their own learning performance through the school marking policy.

Monitoring and Evaluation

Geography will be monitored throughout the school by the Humanities Lead, who will be responsible for gathering samples of curriculum work.

The Humanities Lead will also monitor topic books and Geography schemes of work to ensure that the Programmes of Study are being effectively taught and match the needs and abilities of the pupils.

Lessons will ideally also be monitored to help promote quality of learning and standards of achievement in Geography.

Resources

Resources are centrally stored, largely in geographically themed boxes. All staff may access them, but they are responsible for their prompt and orderly return.