

Duke Street Primary School



Geography Policy

Duke Street Primary School Geography Policy

Policy Date: July 2026

Subject Leader: Mrs Natalie Ainsworth

Introduction

This policy outlines the teaching, organisation and management of Geography at Duke Street Primary School. It reflects the requirements of the National Curriculum for England (2014), the current Early Years Foundation Stage (EYFS) Statutory Framework and the school's curriculum vision.

The implementation of this policy is the responsibility of all teaching staff. The Geography Subject Leader is responsible for monitoring, evaluating and reviewing the quality of teaching and learning in Geography and supporting staff in the delivery of a high-quality curriculum

Intent

At Duke Street Primary School, Geography inspires pupils to become curious, knowledgeable and responsible global citizens. Through studying places, people and environments, pupils develop an understanding of the world and their place within it.

Our Geography curriculum is built around the four strands of the National Curriculum:

- Locational Knowledge
- Place Knowledge
- Human and Physical Geography
- Geographical Skills and Fieldwork

Our Geography curriculum aims to:

- Develop children's knowledge and understanding of the world's countries, cultures and environments.
- Foster curiosity about the natural and human world.
- Develop an understanding of physical and human processes and how they interact.
- Promote respect, tolerance and appreciation of diverse communities and cultures.

- Enable children to understand local, national and global environmental issues, including sustainability and climate change.
 - Develop fieldwork, enquiry, mapping and geographical investigation skills.
 - Encourage children to ask questions, analyse evidence and communicate findings effectively.
 - Prepare pupils to become informed and responsible citizens who understand their impact on the wider world.
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Aims and Objectives

Through Geography teaching we aim to ensure pupils:

Geographical Knowledge

- Develop contextual knowledge of globally significant places.
- Understand similarities and differences between places and environments.
- Gain knowledge of physical and human geographical features.
- Understand how landscapes and environments change over time.

Geographical Skills

Pupils will develop the ability to:

- Use maps, atlases, globes and digital mapping technologies.
- Interpret aerial photographs and satellite imagery.
- Conduct fieldwork and collect, analyse and present geographical data.
- Use geographical vocabulary accurately.
- Draw conclusions and communicate findings using a range of formats.

Global Citizenship

Pupils will:

- Understand environmental challenges at local and global levels.
- Explore issues related to sustainability and climate change.
- Appreciate cultural diversity.
- Understand how individuals and communities can contribute positively to society and the environment.

Implementation

Early Years Foundation Stage

Geography forms part of the EYFS area of learning **Understanding the World**.

Children begin to develop their geographical understanding through:

- Exploring their immediate environment.
- Discussing similarities and differences between places.
- Learning about different communities and cultures.
- Observing weather and seasonal change.
- Using simple maps and directional language.
- Investigating the natural world through first-hand experiences.

Learning is delivered through high-quality play, enquiry, discussion and carefully planned adult-led activities.

Key Stage 1

Pupils are taught the National Curriculum programme of study through engaging topics and enquiry-based learning.

Children will:

- Name and locate the world's seven continents and five oceans.
- Identify the countries and capital cities of the United Kingdom.
- Compare a local area with a contrasting locality.
- Develop understanding of weather and climate.
- Use geographical vocabulary confidently.
- Begin to use maps, compasses, photographs and fieldwork techniques.

Key Stage 2

Pupils build upon prior learning and develop a deeper understanding of geographical concepts.

Children will:

- Locate countries, continents and major geographical regions.
 - Understand key physical processes including rivers, mountains, volcanoes, earthquakes and climate.
 - Investigate human geography including settlements, trade, energy and land use.
 - Use maps and digital technologies confidently.
 - Conduct fieldwork enquiries and analyse geographical data.
 - Develop understanding of sustainability, environmental change and global interdependence.
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Teaching and Learning

Geography is taught through carefully sequenced units which develop substantive knowledge, disciplinary knowledge and geographical skills over time.

Teaching incorporates:

- Enquiry-based learning.
- Fieldwork opportunities.
- Outdoor learning experiences.
- Educational visits.
- Mapping and GIS technologies.
- Collaborative learning.
- Retrieval practice and vocabulary development.
- Cross-curricular links where appropriate.

Pupils are taught to think and work as geographers by asking geographical questions, collecting evidence, analysing patterns, interpreting data and reaching evidence-informed conclusions.

Teachers regularly revisit previously taught knowledge to strengthen long-term memory and support pupils in making meaningful connections across the curriculum.

Key geographical vocabulary is explicitly taught, revisited and applied within every unit of learning.

Teachers ensure learning builds progressively from prior knowledge and enables children to make meaningful connections between geographical concepts.

Inclusion

Geography is taught to all pupils regardless of ability, background or need.

Teachers will:

- Adapt learning to meet individual needs.
- Provide appropriate scaffolding and challenge.
- Ensure pupils with SEND can access the curriculum successfully.
- Promote equality, diversity and inclusion through the selection of resources, case studies and learning experiences.
- Maintain high expectations for all learners.

Assessment

Assessment is an integral part of teaching and learning.

Assessment focuses on pupils' acquisition of geographical knowledge, application of disciplinary skills and accurate use of geographical vocabulary.

Teachers assess pupils through:

- Questioning and discussion.
- Observation of learning.
- Book scrutiny.
- Fieldwork outcomes.
- Presentations and practical activities.
- End-of-unit assessments where appropriate.

Assessment information is used to:

- Identify next steps.
- Adapt future teaching.
- Monitor progression across the curriculum.
- Report attainment and progress to parents.

Pupils are assessed against year-group expectations and the school's curriculum progression documents rather than National Curriculum levels.

Monitoring and Evaluation

The Geography Subject Leader will:

- Monitor planning, teaching and assessment.
- Conduct learning walks, book scrutinies and pupil discussions.
- Review curriculum coverage and progression.
- Support staff through guidance and professional development.
- Produce annual subject evaluations and action plans.
- Ensure Geography remains aligned with school priorities and national requirements.

The Headteacher and Senior Leadership Team will monitor Geography as part of the school's quality assurance cycle.

Resources

The school maintains a range of high-quality geographical resources including:

- Atlases, globes and maps.
- Digital mapping software and online resources.
- Fieldwork equipment.
- Topic books and reference materials.
- Photographs, artefacts and multimedia resources.

Resources are audited annually to ensure they remain accurate, inclusive and fit for purpose.

Fieldwork

Fieldwork is an essential component of Geography teaching.

Fieldwork opportunities develop progressively across the school, beginning with simple observation and exploration in the Early Years and Key Stage 1, before progressing to more sophisticated geographical enquiries involving data collection, analysis, interpretation and evaluation in Key Stage 2.

Pupils will have opportunities to:

- Observe and investigate their local environment.
- Collect and record geographical data.
- Use maps and surveying techniques.
- Compare locations and environments.
- Present and evaluate findings.

Where possible, fieldwork will utilise local areas such as Astley Park, Yarrow Valley Country Park, Duxbury Woods and the surrounding Duke Street community.

All fieldwork activities will comply with the school's Health and Safety and Educational Visits policies.

Reading and Wider Curriculum

High-quality fiction, non-fiction, maps, atlases, photographs, aerial imagery and digital sources are used to deepen pupils' geographical knowledge and strengthen disciplinary thinking.

Geography contributes positively to pupils' spiritual, moral, social and cultural development by promoting respect for diverse communities, appreciation of different cultures and environments, environmental responsibility and informed discussion about local, national and global issues. Through geographical enquiry, pupils also develop the knowledge and understanding needed to uphold the fundamental British Values of democracy, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.