



# ***Aspiration and Achievement for All***

## **Geography Policy 2025**

Adopted by the Senior Leadership Teams of  
New Road and Park Lane Primary and Nursery Schools

Aspire Learning Trust

on 16<sup>th</sup> June 2025

## **Geography Policy**

The subject leaders for geography are Miss Alegre (New Road Primary and Nursery School)

Miss Grainger (Park Lane Primary and Nursery School)

### **Aims**

#### **The school aims to:**

- Stimulate pupils' interest in their surroundings and in the variety of human and physical conditions on the Earth's surface.
- Foster pupils' sense of wonder at the beauty of the world surrounding them.
- Help pupils develop an informed concern about the quality of the environment and the future of the human habitat.
- Enhance pupils' sense of responsibility for the care of the Earth and its people and secure their commitment to promoting and living sustainable lifestyles.
- To develop pupils' skills of critical enquiry and an ability to handle and interpret information, through asking and answering geographical questions and using ICT to communicate with and explore a variety of people, places and environments across the world.
- Help pupils explore values and attitudes about complex issues.
  - Enable pupils to study the above across a range of places, cultures and environments at a variety of scales, from local to global.
- Foster a sense of understanding about how we are interconnected and interdependent with other people and ecosystems around the world.

#### **Geography teaching aims to:**

- Inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.
  - Equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.
  - Develop a growing knowledge about the world to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.
  - Acquire geographical vocabulary, knowledge, understanding and skills.
- Enable children to learn and explain how the Earth's features at different scales are shaped, interconnected and change over time

### **Geography Curriculum Planning**

(Please also refer to the School's Curriculum Policy)

We use the national curriculum scheme of work for geography as the basis for our curriculum planning in geography and have related this to the local context. Our curriculum planning is in three phases (long-term, medium-term, and short-term). Revising and consolidating skills helps children to build upon prior knowledge before introducing new vocabulary and challenge. Provision for geography activities is part of the overall topic planning completed for each class termly.

The subject leader for geography oversees the curriculum coverage and ensures that requirements are met. We plan the topics in geography so that they build upon prior learning. Children of all abilities have the

opportunity to develop their skills and knowledge in each unit and, through planned progression built into the scheme of work, we offer them an increasing challenge as they move through the school.

Each unit of learning contains clearly defined knowledge that children will learn. In addition to what we would like the children to know we also provide opportunities for children to apply knowledge skilfully. This is detailed in our progression of skills document for geography.

## Curriculum Overview

### Early Years Foundation Stage (EYFS)

The Early Years Foundation Stage will focus on Understanding the World through exploring similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.

### Key Stage 1

Key Stage 1 pupils will focus on Locational knowledge, Place knowledge, Human and Physical Geography skills and fieldwork. Pupils should develop knowledge about the world, the United Kingdom and their locality. They will 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.

### Key Stage 2

Key stage 2 will focus on Locational knowledge, Place knowledge, Human and Physical Geography and Geographical skills and where possible, fieldwork.

	Term 2	Term 2	Term 4	Term 4	Term 6	Term 6
	<b>FACTS – Need to Knows...</b>	<b>Locational Knowledge</b>	<b>FACTS– Need to Knows...</b>	<b>Human and Physical Geography</b>	<b>FACTS– Need to Knows...</b>	<b>Place Knowledge</b>
EYFS	Their Address, what to say if lost.	Our School: the different places in our school	Their Address, what to say if lost.	What to wear for different weather	Their Address, what to say if lost.	<b>Field Work Unit</b> The places I like to visit in Whittlesey
Year 1	UK countries and their capitals	Mapping UK Countries and their Capitals	UK Seasons: the 4 seasons	UK Seasons: what humans do in different seasons	Differences between Uk and India.	<b>Field Work Unit</b> My School in Whittlesey compared to a school in India.
Year 2	Continents and Oceans Including UK seas	Continents and Oceans	Continents and Oceans Including UK seas	What humans do in different climatic zones: Equator, North and South Poles	Continents and Oceans Including UK seas	<b>Field Work Unit</b> Whittlesey compared to Hawaii.
Year 3	Continents and major countries (most	<b>Field Work Unit</b> Major UK cities and their rivers (including	Continents and major countries (most advanced economies)	The Nile Delta and Whittlesey - how humans use clay in these two places.	Continents and major countries (most advanced economies)	Modern Whittlesey compared to Modern

	advanced economies)	major Cambridgeshire Rivers)				Rome - mapping
Year 4	Northern European Countries and their capitals	UK Mountains and their origins (including extinct volcanoes)	Northern European Countries and their capitals	<b>Field Work Unit</b> Modern Saxony - Agricultural land use comparison with Cambridgeshire	Northern European Countries and their capitals	The Greek Islands compared to the UK Islands.
Year 5	Southern European Countries and their capitals	UK Coastline – the major beaches and cliff systems of the UK	Southern European Countries and their capitals	<b>Field Work Unit</b> Habitat and Biome Destruction: the drainage of the fens compared to The Camargue	Southern European Countries and their capitals	East Coast of England compared to Western Scandinavia and New Foundland
Year 6	North and South American Countries and Major cities and Geographical Features, eg Amazon rain forest, The Great Lakes	Globe and Atlas Study: tropics, Meridan etc and associated weather patterns	North and South American Countries and Major cities and Geographical Features, eg Amazon rain forest, The Great Lakes	<b>Field Work Unit</b> Wind Turbines: The Big Debate – planning issues and impact in the Black Sea and Cambridgeshire.	North and South American Countries and Major cities and Geographical Features, eg Amazon rain forest, The Great Lakes	Normandy and Kent : The English Channel - why do illegal immigrants cross the channel?

## Teaching

Geography teaching focuses on enabling children to think as geographers. We place an emphasis on developing concise geographical knowledge. Where appropriate, children are given the opportunity to visit sites to conduct fieldwork.

We use the three components of an explicit teaching approach to ensure that all children learn in a clear and supported manner (see Teaching and Learning Policy).

Explicit teaching often follows the "I do, we do, you do" framework. This structured approach ensures that teaching progresses systematically:

1. **I do:** The teacher demonstrates a skill or concept, making their thinking process visible to the class.
2. **We do:** The teacher and students practise together, guided by the teacher.
3. **You do:** Students practise independently, applying what they've learnt.

## **Assessment for Learning Assessment for Learning**

Assessment is regarded as an integral part of teaching and learning and is a continuous process. It is the responsibility of the class teacher to assess the progress of individual children. Assessment is built into geography throughout the lesson. There is planned opportunity for day-to-day assessment against clear intended learning outcomes.

## **Assessment of Learning**

Individual attainment in geography is assessed by class teachers using our school marking policy, to maintain lesson by lesson feedback and understand next steps to be built on and where individual needs sit. Teachers will also use assessment sheets/quizzes at the end of each unit to give a basic assessment of what has been learnt.

## **Monitoring and Review**

The geography subject leader is responsible for monitoring the standards of the children's work and the quality of the teaching in geography lesson. S/he is also responsible for supporting colleagues in their teaching, for being informed about current developments in the subject, and for providing a strategic lead and direction for geography in the school.

After monitoring either the books or the medium-term planning, the subject leader presents the Headteacher with a report which evaluates strengths and weaknesses as well as indicating areas for further improvement. The subject leader also undertakes lesson observations, giving personalised feedback and pointers for improvements when required. This policy will be reviewed at least every two years

## **Review of the Policy**

The policy will be reviewed within the cycle of the School Development Plan. Alterations and amendments will be incorporated into a revised policy based on the review.