

Subject Policy for Geography



At Stubbins Primary School, we exist to ignite a love of learning and a passion for discovery in every child. In our nurturing and inclusive environment, we help children grow their talents, explore their passions, and develop the confidence to achieve their full potential. Guided by strong values, we empower learners to be compassionate, curious, and courageous—ready to flourish in an ever-changing world.

Nurture- Grow-Flourish

Subject Lead	Victoria Dorskocz
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Overview of Updates		
Date	Amendment	Staff

National Curriculum

The **Early Years Foundation Stage (EYFS)** focuses on the development of a child's understanding of the world around them, and geography is part of the **Understanding the World** area of learning. In the National Curriculum for EYFS, the emphasis is on encouraging curiosity, exploration, and developing foundational skills for future geographical learning.

Pupils should be taught about:

- **People and Communities:**
 - Talk about the differences between themselves and others, and among families, communities, and traditions.
 - Explore the concept of place by discussing their own family, community, and experiences of the wider world.
- **The World:**
 - Explore and talk about the features of their own environment, the natural world, and the local area, such as identifying the seasons, weather, and landscape features.
 - Observe and describe the changing seasons and weather patterns, noting the effects on the environment and people.
 - Begin to explore the concept of maps and the world around them by looking at simple maps and globes, exploring where different places are located.
- **Technology:**
 - Use various technologies to access information and explore the world. This might involve exploring a map or globe, using digital devices to look at geographical features, or using interactive resources to learn about places around the world.

Key Concepts in EYFS Geography:

- **Curiosity and Exploration:**
 - Children are encouraged to ask questions about their world and explore through sensory experiences, play, and exploration. This could include looking at different physical features such as mountains, rivers, and seas, as well as human geography like homes, communities, and landmarks.
- **Environment and Change:**
 - EYFS children are introduced to the idea that the world is constantly changing, whether through the seasons, the weather, or the local environment. They are encouraged to notice how things change and to ask questions about these changes.
- **Simple Map and Globe Skills:**
 - Children are introduced to maps and globes as tools for representing the world, starting with very basic concepts such as locating their own home, school, or town. They may also begin to explore the idea of their locality within a wider geographical context, including the exploration of different places, countries, and animals.

The geography content in EYFS is very much about stimulating curiosity, observing, and exploring the world in simple terms. As children progress through the EYFS, their ability to understand basic geographical concepts will continue to develop, laying the foundation for more formal geography learning in Key Stage 1.

The National Curriculum for Geography outlines the expectations for Key Stage 1 (KS1) and Key Stage 2 (KS2).

Pupils in KS1 should be taught to:

- **Locational Knowledge:**
 - Name and locate the world's seven continents and five oceans.
 - Identify the United Kingdom and its countries, as well as key geographical features of the local area (e.g., rivers, mountains, cities).
- **Place Knowledge:**
 - Understand geographical similarities and differences through the study of human and physical geography of a small area of the UK and a contrasting non-European country.
- **Human and Physical Geography:**
 - Describe and understand key physical features, including weather, seasons, and landscapes.
 - Understand human geography, such as types of settlement and land use, and how they relate to the environment.
- **Geographical Skills and Fieldwork:**
 - Use basic geographical vocabulary to describe features of the environment.
 - Use simple maps and globes to identify places.
 - Use observational skills to study the local environment, both in school and on visits.

Pupils in KS2 should be taught to:

- **Locational Knowledge:**
 - Locate the world's countries, focusing on Europe, North and South America, and the key physical and human characteristics of these countries.
 - Understand the position and significance of the equator, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, and time zones.
 - Identify geographical regions of the UK, their physical and human characteristics, and how these regions differ from one another.
- **Place Knowledge:**
 - Study a range of diverse environments across the globe.
 - Compare and contrast regions and countries, understanding how location affects human and physical geography.
- **Human and Physical Geography:**
 - Describe and understand key aspects of physical geography, such as climate zones, biomes, mountains, volcanoes, earthquakes, and rivers.
 - Understand human geography, including economic activity, trade, land use, and the distribution of resources, cities, and industries.
- **Geographical Skills and Fieldwork:**
 - Use a variety of maps and atlases to locate countries, continents, and geographical features.
 - Use the eight points of a compass, four- and six-figure grid references, symbols, and key to build knowledge of the UK and the wider world.
 - Collect and analyse data from fieldwork to investigate the local area and global regions.
 - Interpret a range of geographical sources of information, such as maps, charts, and graphs.

These objectives guide teaching by ensuring a broad, comprehensive geographical understanding at both Key Stage 1 and Key Stage 2, moving from simple local and familiar concepts to more complex global ideas. This progression helps students build the skills to understand the physical world, human geography, and how different locations and environments interact.

Purpose

The purpose of this policy is to outline the aims, intent, implementation, and impact of the geography curriculum at Stubbins Primary School. It ensures that geography is taught in a structured, engaging, and inclusive manner that fosters a lifelong interest in the subject while equipping pupils with essential geographical skills and knowledge.

Aims

This policy aims to:

- Provide a clear framework for delivering high-quality geography education.
- Ensure continuity and progression in geographical knowledge and skills from Early Years to Key Stage 2.
- Develop pupils' understanding of physical and human geography, both locally and globally.
- Encourage critical thinking, analysis of geographical data, and independent enquiry.
- Promote inclusivity by reflecting diverse geographical perspectives and narratives.
- Support cross-curricular links and experiential learning opportunities.

Intent

At Stubbins Primary School, our geography curriculum is designed to inspire curiosity and fascination about the world around us, helping pupils develop a coherent knowledge and understanding of the physical and human world. We aim to develop pupils' geographical skills, critical thinking, and an appreciation of how geography shapes the present and future. Our curriculum is structured to ensure:

- A clear understanding of key geographical concepts such as location, place, human-environment interaction, and spatial patterns.
- Development of geographical enquiry skills through the use of maps, data, and fieldwork.
- An appreciation of local, national, and global geography.
- Engagement with geographical concepts such as scale, environmental issues, and sustainability.
- Opportunities for cross-curricular links with subjects such as English, History, and Science.
- Inclusivity, ensuring diverse perspectives and voices are represented.

Our geography curriculum plays a crucial role in developing pupils' cultural capital by exposing them to a wide range of geographical contexts, both locally and globally. We provide opportunities for pupils to:

- Engage with significant geographical sites through trips and virtual experiences.
- Learn about global issues such as climate change, migration, and urbanization.
- Develop an understanding of the environmental context behind traditions, values, and global challenges.
- Explore how geography impacts art, literature, science, and political thought.

At Stubbins Primary School, our geography curriculum aligns with our core values of respect, resilience, responsibility, and aspiration. By studying geography, pupils develop respect for different environments and cultures. They learn resilience through understanding how people adapt to different geographic conditions and challenges. Our curriculum fosters a sense of responsibility by encouraging pupils to reflect on the environmental impact of human activities. Lastly, by inspiring curiosity and ambition, geography encourages pupils to aspire to make a positive contribution to global sustainability.

Implementation

To achieve our intent, geography is taught as a discrete subject within a carefully planned curriculum that ensures progression of skills and knowledge. Our approach includes:

- A structured long-term plan ensuring full coverage of the National Curriculum.
- Thematic and inquiry-based teaching approaches to support knowledge retention.
- Use of high-quality resources, including maps, atlases, and digital content.

- Fieldwork and outdoor learning that allow children to explore geography firsthand.
- Opportunities for experiential learning through trips, visitors, and practical activities.
- Regular assessment through formative and summative strategies, including quizzes, discussions, and project work.
- Continuous professional development for staff to enhance subject knowledge and effective teaching strategies.
- Use of high-quality teaching strategies, including modelling, scaffolding, and pre-teaching of vocabulary to support all learners.
- Opportunities for cross-curricular writing, such as reports, diary entries, and descriptions, allowing pupils to demonstrate their geographical understanding in a meaningful way.

Geography is integrated across all key stages to ensure a progressive and cohesive learning experience:

- **Early Years Foundation Stage (EYFS):** Children develop a sense of place and direction through exploration, stories, and discussions about their own environment and the world around them.
- **Key Stage 1:** Pupils begin to explore the world through simple maps, geographical features, and local environments. They learn about key human and physical geographical features.
- **Key Stage 2:** Pupils study more detailed geographical concepts, including continents, countries, climate, ecosystems, and human geography. Pupils engage in fieldwork, map skills, and data analysis to reinforce their geographical knowledge.
- **Whole School Approach:** Geography is enriched through assemblies, themed weeks, and cross-curricular projects that enhance engagement and deepen understanding.

Long Term and Medium Term Planning

Our Geography Curriculum has been carefully mapped out across a Long Term plan to show careful progression across the school. The subject has its own long term plan alongside year group curriculum maps which detail progression across the year in more detail. Place knowledge, human and physical geography and locational knowledge are all mapped out to ensure that pupils build on prior knowledge and unit planning covers each of these strands. The Geography curriculum is designed to help children explore their local environment, understand the diversity of places and people across the world, and develop awareness of the environmental and social challenges of today.

Our Geography curriculum is a broad and balanced curriculum which has been carefully planned and sequenced to allow children to build their mental models over time. It outlines the skills, knowledge and vocabulary to be taught in a sequentially coherent way.

Medium term plans carefully show the knowledge and skills which must be taught within each unit. These plans provide the key vocabulary, prior knowledge and skills and clear learning outcomes for teachers to build their own weekly planning from. Within these documents, there are opportunities for cross curricular writing and they have been carefully organised to ensure that key Geography knowledge is taught before children are asked to apply their Geography knowledge to other subjects such as English.

Progression Documents

Our progression of skills, knowledge and vocab document shows what is taught within each year group and how these skills develop to ensure that attainment targets are securely met by the end of each key stage.

Pre Learning/ Retrieval Practice

Each unit will start by completing a pre-learning task and then revisiting prior knowledge. This allows teachers time to understand what knowledge and skills the children already have about the topic. This can then be built into their planning to ensure all children make progress in their learning.

Vocabulary

Staff will model explicitly the subject specific vocabulary and this will be displayed in classrooms and referred to throughout the unit alongside key questions, key facts and examples of the work being taught.

Knowledge Organisers

Knowledge organisers for each unit support pupils by providing a record of the key knowledge, skills and subject specific vocabulary learned, encouraging the recall and helping the children's learning to stick. It also shows how knowledge and skills are built upon through the year groups.

Reading

Across school, we have a good supply of a range of diverse and inclusive books. These include both fiction and non-fiction topic books to support children's individual research and fiction texts to provide enrichment of the geography studied.

Within the classroom, teachers will display high quality texts linked to their subject. For example, when studying the rivers, the children will have a range of books out on display to support their research and enhance their reading areas.

Resources

Where possible, we use atlases and maps as primary sources of evidence in Geography lessons. Where not possible we use IT, photographs and illustrations as secondary sources of information. We welcome and actively encourage visitors to join us to pass on their experiences, memories and knowledge. Learning outside the classroom also plays a key role in the provision of our local Geography.

Class Names

At Stubbins, our classes are named after key landmarks from different places around the world to inspire curiosity, cultural awareness, and a sense of adventure in our students. The journey begins close to home, with younger children placed in classes named after familiar local landmarks, such as Big Ben, helping them feel connected to their surroundings. As they progress through the school, the class names represent landmarks from increasingly distant locations, encouraging children to expand their horizons and learn about different cultures, histories, and geographies. This gradual exploration mirrors their own educational journey—starting with what is familiar and gradually discovering the wider world as they grow.

Impact

The impact of our geography curriculum is reflected in pupils who:

- Develop a deep understanding of geographical concepts and can articulate their knowledge confidently.
- Use geographical enquiry skills to analyse data, maps, and sources of information.
- Recognise the significance of geography in shaping the modern world and global challenges.
- Demonstrate curiosity and enthusiasm for learning about the world.
- Show progression in their geographical knowledge and skills, as evidenced through assessment data, discussions, and written work.
- Are well-prepared for the next stage of their education with a secure foundation in geographical thinking and enquiry.

Assessment Opportunities

Stubbins uses assessment to enable staff to understand what pupils have learnt before, what they need to learn now and what they will learn next. The impact of our geography curriculum can be constantly

monitored through both formative and summative assessment opportunities. Geography assessment is ongoing throughout to inform teachers with their planning of future lessons, activities and adaptive teaching. Summative assessment is completed at the end of each unit and used to inform leaders of school improvements or skills that need to be further enhanced.

Pre and Post Learning

All learning will start with a pre-learning task which gives children an opportunity to revisit prior knowledge and show their teacher their current knowledge around their new topic. Staff will model explicitly the subject specific vocabulary and this will be displayed in classrooms and referred to throughout the unit alongside key questions, key facts and examples of the work being taught.

Formative assessment

Formative geography assessment is ongoing throughout units to inform teachers with their planning of future lessons, activities and adaptive teaching. Regular questioning, discussions, and written tasks to gauge understanding during lessons.

Summative assessment

Summative assessment is completed at the end of each unit and will take the form of quizzes, Q&A and/or independent pieces of writing. These assessments are used to inform leaders of school improvements and inform teachers and leaders of the skills that need to be further enhanced. Summative assessment is completed termly, based on the skills that the medium-term plan requires as a key focus.

At the end of each school year pupils will be assessed within 1 of the following bands:

- Working Towards the curriculum (WT)
- Working at Expected (EXP)

Marking

Children receive regular feedback and Stubbins marking follows the school's marking and feedback policy.

Assessment in geography is ongoing and ensures that pupils are making progress. Other ways of assessing learning includes:

- **Teacher Observations:** Monitoring engagement, participation, and historical thinking skills during lessons.
- **Pupil Voice:** Encouraging children to reflect on their learning experiences and express their understanding of historical topics.
- **Work Scrutiny:** Reviewing pupils' written work to ensure progression and depth of understanding.

Regular monitoring, including lesson observations, pupil voice, and work scrutiny, ensures that our Geography curriculum is effectively delivered and continues to meet the needs of all learners.

Inclusion

Adaptive teaching and scaffolding learning ensure that lessons can be accessed and enjoyed by all pupils and opportunities to stretch pupils' learning are maximised when required. Lessons will be planned to ensure that there are no barriers to every pupil achieving. Teachers will plan lessons so pupils with SEN and/or disabilities can study geography, wherever possible, and ensure that there are no barriers to every pupil achieving. Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in geography. Talented or more able children will be challenged through extension tasks and independent learning tasks; such as researching, interviews, conducting fieldwork.

We are committed to ensuring that our geography curriculum is accessible and meaningful for all learners. This includes:

- Representing diverse voices and perspectives, including those of different ethnicities, cultures, and socioeconomic backgrounds.
- Ensuring teaching materials reflect a balanced view of geography, acknowledging both challenges and opportunities in different regions of the world.
- Differentiating lessons to meet the needs of all pupils, including those with SEND and EAL learners.
- Encouraging respectful discussions that allow pupils to express their thoughts and learn from each other's perspectives.
- Challenging stereotypes and promoting a broad, inclusive understanding of global geography.
- Providing opportunities for SEND pupils through tailored support, including visual aids, hands-on learning experiences, and adapted resources.
- Implementing high-quality teaching strategies such as scaffolding, modelling, and pre-teaching of key vocabulary to support understanding and accessibility for all learners.

Equality and Accessibility

At Stubbins, we are keen to promote Equality through Geography. Topics like sustainable development, climate change, and inequality within different regions can lead to valuable discussions about fairness and equality. Geography teaches students to think critically about how resources are distributed and how geographical factors affect social justice. For example by having discussions on fair trade, environmental conservation, and global development issues help students understand the importance of equality in a global context.

Embedding the teaching of British Values—such as democracy, the rule of law, individual liberty, mutual respect, and tolerance—within geographical contexts helps pupils understand their relevance in today's society.

Our Geography Curriculum provides opportunities to meet British values and protected characteristics through its content and teaching approach. Here are some examples:

1. Democracy

- **Encouraging Participation and Engagement:** Geography lessons often involve discussions about different regions, countries, and cultures, allowing students to explore how democratic processes function worldwide. Teachers may discuss political systems, voting, and leadership, encouraging students to understand and value democratic principles.
- **Example:** Exploring the geography of the UK, students can learn about local governments and democratic processes, comparing them to other nations and reflecting on the importance of fair voting and participation.

2. Rule of Law

- **Understanding the Importance of Laws and Regulations:** Geography often touches on themes related to human settlements, urban planning, and how laws affect communities. Through case studies of cities or regions, children can explore the relationship between geography and the laws that govern societies.
- **Example:** Learning about the impact of environmental laws on urban development and how different countries implement policies to protect the environment can promote understanding of the rule of law.

3. Individual Liberty

- **Personal Freedom and Choice:** Geography encourages children to understand diverse cultures, human rights, and the role of freedom in different societies. Students are encouraged to think critically and develop their opinions about how geography influences people's freedoms around the world.
- **Example:** Exploring the geography of regions with different freedoms, such as free trade zones versus controlled economies, helps students understand individual liberty and how geographical factors can shape freedom.

4. Mutual Respect and Tolerance

- **Cultural Understanding:** A key part of the geography curriculum is exploring diverse cultures, religions, and ways of life. Teaching students about different communities and respect for others fosters mutual respect and tolerance.
- **Example:** When studying the geography of the world's different regions, students can explore religious and cultural practices, learning to respect and appreciate diversity. Discussions on how geography influences migration patterns also promote empathy for people from different backgrounds.

Additionally, promoting awareness of the Protected Characteristics outlined in the Equality Act 2010 ensures that pupils understand the value of diversity and respect for others. This includes fostering an appreciation for differences in age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation, helping students develop a respectful and inclusive attitude towards everyone.

For example at Stubbins, here are some of the ways we do this

- **Disability:** Students may study how geography impacts accessibility and inclusivity, for example, by learning about cities with accessible infrastructure or the impact of geographical challenges on people with disabilities.
- **Gender:** The geography curriculum encourages students to explore different roles of men and women in various cultures, challenging stereotypes and promoting gender equality.
- **Race and Ethnicity:** Geography lessons often involve studying different cultures and regions around the world, which can help challenge racial prejudices and encourage understanding and appreciation for racial and ethnic diversity.
- **Age, Religion, and Sexual Orientation:** By studying the global distribution of different religions and the diversity of age groups and sexual orientations across the world, students can gain a better understanding of these aspects of human identity and their importance to communities worldwide.

In these ways, the Primary Geography Curriculum can play a key role in promoting British values and respecting protected characteristics, contributing to the development of well-rounded, respectful, and empathetic individuals

Cross Curricular links

Geography provides valuable opportunities for learning across different subjects, including:

- **English:** Developing literacy skills through descriptive writing, reports, and research-based writing.
- **Geography:** Understanding the historical context behind geographical events, settlements, and human migration.
- **Science:** Exploring physical geography, ecosystems, and environmental studies.
- **Art and Design:** Studying geographical features through art, such as landscapes and topography.

- **PSHE and Citizenship:** Promoting discussions on geography-related issues such as climate change and sustainability.
- **Mathematics:** Using maps, charts, and data interpretation to enhance numeracy skills.

Links to Other Policies

This policy should be read alongside the following policies:

- Teaching and Learning Policy
- Special Educational Needs and Disability (SEND) Policy
- Equality and Diversity Policy
- Assessment Policy
- PSHE and Citizenship Policy
- English Policy