Geography Policy

Policy produced by school

Adopted by Governors FGB-Academic year 2026/27 updated 05.01.26
Review date- As changes are made

Intent of our curriculum

Curriculum design

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should 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. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Our curriculum is designed so that pupils:

- ✓ develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
  - ✓ understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
  - ✓ are competent in the geographical skills needed to:
    - ➢ collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
    - ➢ interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
    - ➢ communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

We provide our children with a curriculum which is engaging and stimulating and develops not just their **geographical knowledge**, but builds on prior learning of concepts and the processes of geographical skills. Alongside this, we ensure immersion in a topic with a range of experiences where children can explore geography through writing, trips and visitors for it to be fully 'brought alive'.

At our school we see the Y1 to Y6 curriculum as a body of **subject specific knowledge** defined by us and the National Curriculum and so we take a **knowledge led approach**. Skills are an outcome of the curriculum, not its purpose. When children are 'fluent' in knowledge they can then apply that knowledge as part of skill acquisition.

We have a **clear focus on subjects** as units to deliver the curriculum. Our **Curriculum Map** and units of work in every subject contain the knowledge that we have identified as essential in our school.

Our **Units of Work** in each subject have been carefully crafted by expert teachers across our school partnership, identifying **composite tasks** and breaking them down in to **component tasks** to ensure **sequential, layered knowledge acquisition**. These Units of Work also support our particular **'instructional'** style of teaching and help with the speedy and effective induction of new staff. This is particularly important in an inner London environment where the cost of accommodation prevents most of our staff from being able to stay with us long term.

We use **Knowledge Organisers** in order to help children with **knowledge retention** and issues around **working memory** to ensure that children **know more and remember more**. Our teaching style has a strong focus on the effective retention and use of **subject specific vocabulary** using Walk The Word techniques.

All classrooms should have a high quality geography display in place similar to the photograph in this policy.

Visits and Visitors are detailed on the Whole School Curriculum Map. Teachers will record evidence of visits and visitors as a photo page (with an explanation) in children's geography books. It is the teacher's responsibility to book visits and visitors according to school policy. Teachers are also responsible for booking transport and completing a preliminary visit for the risk assessment prior to the visit.

Implementation of our curriculum

The implementation of our curriculum is greatly supported by **carefully structured unit plans, leading pupils through component knowledge and skills to composite knowledge and skills** in all subjects.
Our pedagogical approach is based on **Rosenshine's Principles of Direct Instruction**. The brilliant clarity and simplicity of this approach supports teachers to engage with cognitive science and the wider world of educational research.
The Principles of Direct Instruction

1. Daily Review
2. Present new material using small steps
3. Ask questions
4. Provide models
5. Guide student practice
6. Check for student understanding
7. Obtain a high success rate
8. Provide scaffolds for difficult tasks
9. Independent practice
10. Weekly and monthly review

Resources

Geography resources related to each year group should be stored in classrooms.

Assessment

From Y1- Y6 children are assessed individually against the statutory outcomes for each year group. They are graded: Working towards Expected Standard, Expected Standard or Greater Depth. The assessment statements can be found at the end of this policy document.

Staff training

Staff receive termly support and training through a programme of PDMs and 1-1 coaching opportunities, keeping their knowledge, skills and understanding up to date and relevant for delivering the curriculum.
New staff are given a mentor for 12 months.

Parent involvement

Through parents' meetings, the school newsletter and the school website parents are encouraged to support their children's learning in geography.

The role of the subject leader

Subject leaders

- provide continuous professional development for staff
- monitor the quality of provision in the computing curriculum and report to senior leaders
- monitor pupil outcomes and report to senior leaders

Monitoring and evaluation

The quality of provision is monitored and evaluated according to the annual school monitoring and evaluation plan.

Progression through the geography curriculum in our school updated **03.12.25**

	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Y7 (KS3)
Locational knowledge The UK	We are learning to understand where we come from. We are learning to understand where our school is.	We are learning to understand where we live and locate it on a map.	We are learning to name and locate the four countries and capital cities of the UK. We are learning to identify characteristics of the four countries and capital cities of the UK. We are learning to name, locate the UK surrounding seas.	We are learning to use an atlas to name and locate the geographical regions of the UK. We are learning to compare the landscape is in the UK. We are learning to understand land-use patterns and how villages began. We are learning to describe physical characteristics of regions of the UK including mountainous, urban, rural and farmlands.	We are learning to describe key topographical features, including rivers and coasts. We are learning to understand land-use patterns and how towns began.	We are learning to use an atlas to name and locate the counties and cities of the UK. We are learning to identify and compare physical and human characteristics of countries in the UK. We are learning to describe key topographical features, including mountains. We are learning to understand settlement patterns in the UK. We are learning to understand land-use patterns and how cities began. We are learning to understand how land-use patterns have changed over time.	We are learning to understand how land-use patterns have changed over time.	
The wider world			We are learning to name and locate the world's seven continents and five oceans. We are learning to name and locate South America, key countries, and key physical and human characteristics.	We are learning to use atlases to locate North America, key cities and key topography.	We are learning to use an atlas to locate countries, capital cities and key topography in Europe (Germany) and North America. We are learning to identify key physical and human characteristics of regions in Europe		We are learning to use an atlas to locate South America, Russia key cities and key topography.	We are learning to extend knowledge and spatial awareness of Africa, Russia, Asia and the Middle East. We are learning to focus on environmental regions such as deserts (hot and polar), key

					(Germany) and North America, including rivers and mountains.			physical and human characteristics, countries and major cities.
Significance of latitude/longitude						We are learning to identify the significance of latitude (including naming the Equator, Tropic of Capricorn, Tropic of Capricorn) on climate and the significance of longitude on time zones.		
Place knowledge	We are learning to compare what London is like and what the beach is like.		We are learning to compare the human and physical geography of India with the human and physical geography of South East of England. We are learning to compare rural and urban areas and say why someone may choose to live there.	We are learning about the geographical features of Scotland and South America.	We are learning about the geographical features of Germany and North America.	We are learning about the about the geographical features of Kenya and the UK.	We are learning about the geographical features of South America and Asia.	We are learning to compare geographical similarities and differences through studying the human and physical geography of a region in Africa and a region in Asia.
Human geography	We are learning to identify amenities in our local area (shops, libraries).	We are learning to describe human geography of our local area.	We are learning to describe the human features of urban and rural areas in the UK using geographical vocabulary.	We are learning to describe and compare the human features of urban and rural areas in the UK(Scotland) using geographical vocabulary.	We are learning to understand the human features of living in a town. We are learning to understand the economic activity and trade links in the UK.	We are learning to compare the geographical features of Kenya and the UK. We are learning to understand the features of living in a city.	We are learning to understand the distribution of natural resources including energy and food. We are learning to understand the importance of	We are learning to understand human geography including population and urbanisation, international development, economic activity

				We are learning to describe human features, including types of UK settlement - villages. We are learning to describe human features, including types of Chile, South America.	We are learning to understand about food distribution of food in the UK. We are learning to describe human features, including types of settlement - villages.	We are learning how land use is changing in Kenya. We are learning to understand economic activity and different types of industry. We are learning about renewable and non-renewable energy.	trade and exports from the Amazon region. We are learning about Amazon settlements. We are learning how land is used, developed and re-developed in the UK, Singapore and the Amazon region. We are learning about economic activity in Singapore.	in the primary, secondary, tertiary and quaternary sectors and the use of natural resources. We are learning to understand how human activity relies on effective functioning of natural systems.
Physical geography	We are learning to describe the seaside.	We are learning to describe physical geography of our local area. We are learning to understand where we find mountains and rivers.	We are learning to describe the physical features of coastal areas, mountains and rivers using geographical vocabulary. We are learning to describe the physical features of rural areas using geographical vocabulary.	We are learning to describe mountains, rivers and lakes.	We are leaning to understand life in mountainous regions. We are learning to describe different stages of a river. We are learning to describe the uses of rivers We are learning to understand the water cycle.	We are learning to compare the physical geography of different counties in the UK. We are learning to understand how rivers shape the land. We are learning how rivers can be controlled We are learning about the geographical features of Kenya and the UK	We are learning to describe the physical geography of the Amazon region with the UK, including key topographical features. We are learning about physical geography, including volcanoes, vegetation belts, Earthquakes, forces shaping the land and micro-climates.	We are learning to understand physical geography including geological timescales and plate tectonics; rocks; weathering and soils; the change in climate from the ice age to now; glaciation; hydrology and coasts.

Weather, seasons, climate and biomes	We are learning to name the seasons.	We are learning to identify seasons and the daily weather patterns in the UK. We are learning to locate hot and cold areas of the world.	We are learning to locate hot and cold areas of the world in relation to the Equator and the North and South Pole.	We are learning to describe the climate and biomes in the rainforest, desert, polar regions.	We are learning to describe weather around the world, including: blizzard, hurricane, monsoon, typhoon	We are learning to understand climate zones across the world We are learning to understand about African biomes including vegetation belts.	We are learning to describe the physical geography of the Amazon region with the UK, including the climate, vegetation and biomes We are learning about climates, micro-climates and biomes across the world and in SE Asia.	
Geographical skills and fieldwork Maps		We are learning to use aerial photographs and plans to recognise landmarks and human and physical features We are learning to construct and use a map with a simple key. We are learning to observe our school and its grounds and local area.	We are learning to use world maps, atlases and globes to identify the UK, continents and oceans. We are learning to use aerial photographs to recognise landmarks and human and physical features We are learning to use simple fieldwork and observational skills in our school, its grounds and local area.	We are learning to use world maps, atlases, globes and computer mapping to locate countries and describe features. We are learning to understand symbols and keys (including the use of OS maps) to build knowledge of the UK and wider world. We are learning to create a map of the local area identifying human and physical features, using symbols and a key.	We are learning to use world maps, atlases, globes and computer mapping to locate countries and describe features. We are learning to understand grid references, symbols and keys (including the use of OS maps) to build knowledge of the UK and wider world. We are learning to observe, measure, present and record the human and physical features on a map.	We are learning to use world maps, atlases, globes and computer mapping to locate countries and describe features. We are learning to understand 6 figure grid references, symbols and keys (including the use of OS maps) to build knowledge of the UK and wider world.	We are learning to use world maps, atlases, globes and computer mapping to locate countries and describe features.	We are learning to build on our knowledge of globes, atlases and maps in the classroom and in the field. We are learning to interpret OS maps including using grid references and scales, topographical mapping and aerial photos
Position	We are learning to use positional language such as near, far.	We are learning to use simple compass directions and directional	We are learning to use compass directions (N,S,E,W) and	We are learning to use the 8 points of a compass	We are learning to use the 8 points of a compass	We are learning to use the 8 points of a compass	We are learning to use the 8 points of a compass	

		language to describe the location and features and routes on a map.	locational and directional language (e.g. near and far, left and right) to describe the location of features and routes on a map.	We are learning to give two figure grid references symbols and key (including the use of OS maps) to build knowledge of the UK and wider world.	We are learning to give four figure grid references symbols and key (including the use of OS maps) to build knowledge of the UK and wider world.	We are learning to give six figure grid references symbols and key (including the use of OS maps) to build knowledge of the UK and wider world.	We are learning to give six figure grid references symbols and key (including the use of OS maps) to build knowledge of the UK and wider world.	

A = Autumn, B = Spring, C = Summer (numbers equate to year groups)

Geography – key stages 1 and 2

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Schools are not required by law to teach the example content in [square brackets].

Subject content

Key stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They 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:

Locational knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography

- 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

Geographical skills and fieldwork

- 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 and directional language [for example, 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

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and 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 knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

Locational knowledge

- 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)

Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Human and physical geography

- 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: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-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, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Geography Assessment Statements
Year 1 **Name:**
Expected standard Year 1

Statements of assessment	February	July
Disciplinary knowledge		
I can **recognise and use** simple maps, globes and images to identify familiar places and features. *e.g. pointing to the UK on a globe; identifying land and sea on a map*		
I can **use basic geographical vocabulary accurately** to name physical and human features. *e.g. river, mountain, sea, house, road*		
I can **record observations** by labelling simple maps, diagrams or photographs using symbols or words. *e.g. labelling a simple map with river, park, school*		
I can **ask and answer simple geographical questions** about the world I observe. *e.g. Where is this? What is it like?*		
I can **recognise and use** simple maps, globes and images to identify familiar places and features. *e.g. pointing to the UK on a globe; identifying land and sea on a map*		
Substantive knowledge		
I can **identify** Earth as a planet and **explain** that the sun provides light and warmth for life. *e.g. the sun keeps us warm; plants need sunlight to grow*		
I can **explain that Earth spins**, which causes **day and night**, and **give examples** of what happens during the day and during the night. *e.g. daytime when our side of Earth faces the sun; night-time when it faces away; light in the day, darkness at night*		
I can **identify and explain** where water is found on Earth and **explain why water is important**. *e.g. seas, oceans, rivers; people, animals and plants need water*		
I can **identify and describe** physical features such as rivers, mountains and seas. *e.g. rivers flow; mountains are very high; seas are large bodies of water*		
I can **describe** human and physical features of my local area. *e.g. houses, roads, parks, rivers*		

February assessment point **On track to** _____

July assessment point _____

Geography Assessment Statements
Year 2 **Name:**
Expected standard Year 2

Statements of assessment	February	July
Disciplinary knowledge		
Disciplinary knowledge		
I can **use aerial photographs and satellite images** to identify and describe places. *e.g. recognising schools, roads or rivers from above*		
I can **construct and interpret** simple aerial maps using symbols and a key. *e.g. drawing a bird's-eye map of the classroom with symbols*		
I can **use atlases effectively** to locate countries, seas and environments. *e.g. finding the UK or oceans using an atlas index*		
I can **use compass directions** to describe location and movement. *e.g. moving north, south, east and west on a map*		
Substantive knowledge		
I can **identify and locate** the four countries of the UK and their capital cities. *e.g. England–London, Scotland–Edinburgh*		
I can **name and locate** key rivers and mountains in the UK. *e.g. River Thames, River Severn, Ben Nevis*		
I can **describe** coastal environments and **explain** what the coast is. *e.g. land meeting the sea; beaches and cliffs*		
I can **identify and describe** seas surrounding the UK and **outline** how people use coasts. *e.g. fishing, tourism, ports*		
I can **identify and describe** different environments around the world. *e.g. rainforest, desert, polar regions*		
I can **locate India** and **describe** aspects of its physical geography and everyday life. *e.g. climate, rivers, housing, food*		

February assessment point On track to _____

July assessment point _____

Geography Assessment Statements
Year 3 **Name:**
Expected standard Year 3

Statements of assessment	February	July
Disciplinary knowledge		
I can **use coordinates accurately** to locate places on a map. *e.g. using letter–number grid references*		
I can **select and use** atlases, maps, photographs and digital sources to investigate places. *e.g. comparing an atlas map with photographs*		
I can **compare and contrast** different locations. *e.g. similarities and differences between two places*		
I can **interpret geographical information** from more than one source. *e.g. using maps and photos together*		
I can **ask and respond to geographical enquiry questions** using evidence. *e.g. Why do people live here?*		
Substantive knowledge		
I can **explain the difference** between weather and climate. *e.g. daily weather vs long-term patterns*		
I can **describe and compare** different landscapes in the UK and around the world. *e.g. hills, mountains, plains*		
I can **explain** where water is found on Earth and **describe** how it is used. *e.g. rivers, lakes, oceans; drinking, washing*		
I can **describe** the human and physical geography of Scotland. *e.g. mountains, rivers, settlements*		
I can **describe** the human and physical geography of South America (Chile). *e.g. mountains, climate, cities*		
I can **explain challenges** of living in hot and cold environments. *e.g. access to water or warmth*		

February assessment point On track to _____

July assessment point _____

Geography Assessment Statements
Year 4 **Name:**
Expected standard Year 4

Statements of assessment	February	July
Disciplinary knowledge		
I can **create clear diagrams** to explain geographical processes. *e.g. stages of a river*		
I can **interpret maps and atlases** to understand relief and physical features. *e.g. identifying high and low land*		
I can **use scale and grid references** to estimate distance and location. *e.g. measuring distance between two places*		
I can **ask focused geographical questions** and use evidence to answer them. *e.g. How has this place changed?*		
I can **use subject-specific vocabulary accurately**. *e.g. erosion, estuary, meander*		
Substantive knowledge		
I can **explain how landscapes change over time**. *e.g. erosion shaping land*		
I can **describe and explain** how rivers change from source to mouth. *e.g. upper, middle and lower course*		
I can **explain** how rivers are used by people. *e.g. transport, farming, water supply*		
I can **describe different types of coastline** and **explain** how erosion shapes them. *e.g. cliffs, bays, stacks*		
I can **locate and describe** the physical geography of regions such as the Rocky Mountains. *e.g. location, climate, landscape*		

February assessment point On track to _____

July assessment point _____

Geography Assessment Statements
Year 5 **Name:**
Expected standard Year 5

Statements of assessment	February	July
Disciplinary knowledge		
I can **define and apply** latitude, longitude, the Equator and the Greenwich Meridian. *e.g. locating places using lines on a globe*		
I can **use grid references accurately** to locate places. *e.g. four- and six-figure references*		
I can **plan and ask relevant geographical questions**. *e.g. questions to investigate a place*		
I can **use precise geographical terminology** to explain processes. *e.g. erosion, deposition, transportation*		
Substantive knowledge		
I can **explain** how seas and oceans are used by people and **why they are important**. *e.g. fishing, trade, energy*		
I can **explain in detail** how rivers shape the land. *e.g. erosion, transportation and deposition*		
I can **explain** how human activity can change landscapes. *e.g. dams, farming, settlements*		
I can **describe and explain** advantages and disadvantages of living in a city. *e.g. jobs, pollution*		
I can **describe and explain** the climate of Kenya and **analyse** how climate change affects it. *e.g. rainfall patterns, drought*		
I can **identify and compare** the countries of the UK. *e.g. England and Wales*		
I can **explain** how seas and oceans are used by people and **why they are important**. *e.g. fishing, trade, energy*		

February assessment point **On track to** _____

July assessment point _____

Geography Assessment Statements
Year 6 **Name:**
Expected standard Year 6

Statements of assessment	February	July
Disciplinary knowledge		
I can **analyse and explain** links between human and physical geography. *e.g. how rivers affect settlements*		
I can **compare and evaluate** places using evidence. *e.g. climate, land use*		
I can **use data and statistics** to support explanations. *e.g. graphs, tables*		
I can **respond independently** to enquiry questions. *e.g. extended written explanations*		
I can **ask perceptive geographical questions**. *e.g. Why should this environment be protected?*		
Substantive knowledge		
I can **explain** how tectonic plates cause earthquakes and volcanoes. *e.g. plate boundaries*		
I can **explain** how landscapes are created through erosion and geological processes. *e.g. glaciers, rivers, weathering*		
I can **explain** the concept of biomes. *e.g. rainforest, tundra*		
I can **explain** the difference between weather, climate and microclimates. *e.g. daily vs long-term patterns*		
I can **explain** how pollution affects climate and environments. *e.g. greenhouse gases*		
I can **evaluate challenges** facing Antarctica and the Amazon rainforest. *e.g. climate change, deforestation*		
I can **describe and explain** how places such as Singapore have adapted to prepare for the future. *e.g. urban planning, sustainability*		

February assessment point **On track to** _____

July assessment point _____