

Beech Hill Primary School



Geography Policy

September 2025/26

Rationale

Through Geography, children develop an understanding and knowledge of the world, both in their immediate environment and further afield. They acquire skills enabling them to investigate all the different aspects of their environment, human and physical, and the changes that occur. 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. They learn to appreciate and value the environment and develop a sense of responsibility towards it. Through Geography we aim to inspire curiosity and fascination about the world.

Aims and Objectives

Through a rich and stimulating learning environment the teaching of geography aims to:

- equip pupils with knowledge about places, people and the environment;
- to enable children to gain knowledge and understanding of places, seas and oceans in the world;
- to increase children's knowledge of other cultures and, in doing so, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country;
- to allow children to learn graphic skills, including how to use, draw and interpret maps, diagrams, globes and aerial photos;
- to enable children to know and understand environmental problems at a local, regional and global level;
- to encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means;
- to develop a variety of other skills, including those of enquiry, problem solving, ICT, investigation and how to present their conclusions in the most appropriate way.
- to collect, analyse and communicate with data from fieldwork.

Curriculum Organisation

The National Curriculum Geography programme of study is divided into four main themes:

- Location knowledge
- Place knowledge
- Human and physical geography
- Geography skills and fieldwork.

Geography provision in the Foundation Stage is linked to the six areas of learning; with particular relevance to the area about knowledge and understanding of the world. Skills learnt in literacy, maths and ICT are consolidated through the creative curriculum where children's learning is linked across a common theme incorporating all other areas of learning including Geography. Children study locations in Britain and other parts of the world as well as key themes including rivers, weather, settlement and environmental change.

During the Foundation Stage

During the Foundation stage, young children are given opportunities within the Early Learning Goals 'Knowledge and Understanding of the World' to find out more about the world in which they live and the people they encounter. The children take part in first-hand experiences, including the chance to explore the local environment, gather information, and communicate their views.

- The children will develop their natural curiosity about the world starting with themselves and places nearest to them. They will develop an increasing awareness of their surroundings. These experiences are likely to have included:
 - Directions - up/down, left/right, forwards/backwards.
 - Learning map work skills.
 - Language and vocabulary.
 - Geographical concepts developed through structured play:-
 - Outdoor play equipment, sand/water trays, map work, imaginative role play, floor toys, globes and construction.

During KS1

Key Stage 1

During Key Stage 1 pupils should develop knowledge about the world, the United Kingdom and their locality. Within their learning they should develop a basic understanding of specific vocabulary relating to human and physical

geography and make first hand observations to help with their local awareness.

Pupils should be able to name and locate the 7 continents, 5 oceans, 4 countries and capital cities of the UK.

Be able to make comparison of human and physical geography in the UK and further afield.

Identify season and weather pattern in the UK and relate hot and cold places.

Use a range of vocabulary referring to physical features such as beach and river and human features such as town, city and shop.

To use a range of geography skills and field work such word maps, atlases, compasses, aerial photos and observations of the local area.

Key Stage 2

Pupils will be given the opportunity in key stage 2 to extend their knowledge and understanding beyond the local area to include the UK, Europe, North and South America

Pupils should be able to locate the world countries using maps

Locate the countries and cities of the UK

Identify the position and significance of latitude, longitude, equator, hemispheres, tropic and arctic and Antarctic circles, understand the time zones.

Look at difference and similarities from the UK to other countries.

Understand key aspects such as climate zones, biomes, mountains, settlement and land use and trade links.

Have the confidence to use maps, atlases, compass, grid references and ordnance survey maps.

The Role of the Geography Co-ordinator

The role of the coordinator is largely to ensure the geography curriculum is being delivered in a way which meets the learning objectives and inspires and motivates the children.

These responsibilities will include:

- To advise the Head teacher and Governing Body on the future development of Geography at Beech Hill Primary School.
- To plan, write and keep under review policy documents/guidelines which will incorporate the requirements of the National Curriculum.
- To be responsible for the implementation of the policy documents and to monitor the teaching and learning and the development of Geography throughout the school, with particular regard to continuity, achievement and progression.
- To evaluate continuity, breadth, achievement and progression across the whole school by monitoring the teachers' long-term planning and pupils' work to ensure that appropriate learning outcomes and activities are planned.
- To observe and support in the classroom in the area of Geography.
- To encourage and foster equal opportunities for all children in the field of Geography.
- To purchase, order and maintain teaching resources whilst managing a delegated budget.
- To keep up to date with current developments in the field of Geography in primary education through reading, courses and visits and disseminate information to colleagues as appropriate.
- To ensure all National Curriculum objectives are covered by the end of each key stage.
- To ensure planning is evaluated to see where children's learning will progress too and what needs to be consolidated.

Record Keeping and Assessment

Geography based activities and experiences within the **Foundation Stage** will be recorded and assessed using the Foundation Stage Profile. Additionally there are individual profiles of achievements. Notes, work samples and photographs form the basis of both these assessments.

In **KS1** and **KS2** pupil information is recorded on assessment sheets linked to skills to be taught within the national curriculum. Each class teacher will complete these termly to record progression in learning. Each class has a curriculum file which shows all the National Curriculum targets, it is then the teachers responsibility to highlight

Geography Policy 2025/26

these targets after each unit has been planned to see where gaps in learning are and these are then addressed in the next unit of work ensuring children are progressing continuously, these files are then passed onto the next teacher at the end of the year.

The schemes of work show a yearly overview of each class so this can be matched against the assessment sheets to ensure everything has been covered and gaps can be addressed early.

Work samples and photographic evidence may be kept to contribute to individual records of achievements.

Parents are informed of their child's progress in the end of year academic reports. Formative assessments can determine what each child has learned and what therefore should be the next stage in their learning. Formative assessment is mostly carried out informally by teachers in the course of their teaching.

Equal Opportunities

We believe that all children irrespective of background, race, gender and capability should have equal access to the curriculum as stated in each curriculum policy. Our school practice should provide opportunities which reflect the cultural diversity of our school, community and locality. Through the teaching of geography we will promote mutual respect for all cultures.

SEN

At Beech Hill Primary School we teach geography to all children, whatever their ability. Geography forms part of the school curriculum policy to provide a broad and balanced education to all children. Beech Hill recognises the need to cater for children with special educational needs. Work is differentiated to assist children's learning in terms of:

- learning outcomes
- tasks
- teaching methods
- resources

Tasks can be broken down into small steps, giving children achievable goals. Activities should reinforce children's understanding of the subject. The Geography programme may need to be suitably differentiated on occasions according to the

child's special needs. The more able children should be given open-ended tasks and opportunities for further research and more challenging study.

More Able

'More Able' children are identified via the 3 assessment tools which are included in planning. They will also be in the assessment box in which they have exceeded expectations.

Social Cohesion

Where appropriate links are made in Geography and cross curricular subjects to help children learn about and understand how the local, regional, national and international community in which they live has changed and developed into the global community in which we all now live. It also includes people's sense of common belonging to a city and the strength of shared experiences, identities and values between those from different backgrounds.

Health and Safety

Health and safety regulations in class-based lessons apply as for any other subject. When engaged in field work children are expected to behave in a considerate, responsible manner showing respect for other people and the environment. For outside visits there will always be more adult support and qualified staff in First Aid. Risk assessments will be completed for visits outside of school premises.

Every Child Matters

Change for Children brings together all the ways we are working towards improved outcomes for children, young people and families. There has been much research into a child's well-being in childhood and later life and it was discovered that the 5 outcomes are being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving economic well-being.

Culture, sport and play activities provide "things to do, places to go" for children and young people, but they also have an important role to play in delivering the Change for Children programme by contributing to the achievement of the five outcomes, all

of which can be studied through Geography as it is stretching national education, especially since Geography Days have been introduced enabling children to enjoy practical Geography while studying other countries to see how they survive, it also makes a positive contribution to understanding their local environment and becoming involved in caring for it.

Pupil performance and well-being go hand in hand. Pupils can't learn if they don't feel safe or if health problems are allowed to create barriers. And doing well in education is the most effective route for young people out of poverty and disaffection.

Cross-Curricular Links

Geography is taught separately and jointly with other subjects. The Geography National Curriculum emphasises links with other subjects and highlights how geography builds on work in these areas. Topic webs or planning are produced in every class to show where Geography links into other subjects.

Resources

We have are continually reviewing resources in our school to be able to teach all the geography units which is closely linked to children's interests We keep these resources in a central store which is easily accessible for all members of staff. We also keep a collection of geography equipment which the children use to gather weather data, and a variety of atlases. There is a range of educational software to support the children's individual research in the classes and ICT is used to produce power points by the children. We have a class set of I pads and laptops which are used to aid children learning.

Visits

Fieldwork is integral to good geography teaching and we include as many opportunities as we can to involve children in practical geographical research and enquiry

We are fortunate to be able to visit some excellent sites within the local area. Where possible, visits should be incorporated into Geography lessons, to make learning something that is based around first hand experience.

Years 4-6 have an educational residential visit every year as well as their curriculum linked visit.