# Geography Policy.

*"Our school is a place where we all come together as one community to learn, have fun and make lasting friendships all under God's love and care"*

| | | |
|---|---|---|
| **Approved by:** | Governing Body & SLT | **Date:** 28TH September 2026 |
| **Last reviewed on:** | September 2026 | |
| **Next review due by:** | September 2028 | |

# Contents

1. Rationale ..... 3

2. Policy aims ..... 3.1

3. Teaching and learning styles ..... 5

4. Curriculum planning and organisation..... 6

5. Roles and responsibilities..... 7

6. Equal opportunities..... 8

7. Links with other policies ..... 8

8. Resources_ ..... 9

9. Health and safety ..... 9

10. Monitoring and review ..... 9

# 1. Rationale

This policy outlines the purpose, nature and management of the Geography curriculum taught in St Lawrence Catholic Primary School. The implementation of this policy is the responsibility of the Head teacher, Geography coordinator and all class teachers.

**Definition of Geography**

Geography is a valued part of the curriculum, providing a purposeful means for exploring, appreciating and understanding the world in which we live and how it has evolved. Geography explores the relationship between the Earth and its people through the study of place, space and environment. In Geography, pupils learn the skills of understanding a locality and how and where people fit into its overall structure. Geography encourages children to learn through experience, particularly through practical and fieldwork activities.

"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." (2014, Geography National Curriculum)

# 2. Policy aims

The national curriculum for geography aims to ensure that all pupils by the end of each key stage, know, can apply and understand the matters, skills and processes specified in the relevant programmes of study.

**Our aims in teaching Geography are to:**

**Key Stage 1**

Pupils should be taught about:

Location 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 (e.g. 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 be taught about:

Location 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 and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

# 3. Teaching and Learning Styles

At St Lawrence Catholic Primary School, we aim to give the children practical, 'hands on' experiences in Geography. Some programmes of study lend themselves to such an approach better than others. As class teachers, it is essential to use a variety of teaching techniques in order to meet the learning intention with the greatest success. These will include cooperative group work, individual work and class work.

The children should be given the opportunity to learn:

- Through discussion and debate.
- Through drama / role-play.
- Through practical investigation.
- Through fieldwork.
- Through asking questions.
- To make hypotheses
- Through collecting and analysing data.
- To use secondary sources to stimulate geographical enquiry and to answer posed questions.
- To present their learning in a variety of ways - orally, visually and in various written form.
- To work within an integrated curriculum if appropriate.
- To use ICT in geography lessons where this serves to enhance their learning

# 4. Curriculum planning and organisation

Geography will be planned, taught and assessed in accordance with the National Curriculum (2014) which outlines aims and objectives for Key Stage 1 and Key Stage 2. The staff at St Lawrence Catholic School have been advised by the co-ordinator on how to incorporate the wider curriculum when planning the topics for their year group. Where possible, topics were chosen so that they link to the English texts taught each term.

The Programmes of Study are split into:

- Locational knowledge
- Place knowledge
- Human and physical geography
- Geographical skills and fieldwork

Subject planning for Geography has three phrases:

- Whole school: this ensures continuity and progression within the subject and ensures that there is no unnecessary duplication or omission.

Key stage 1

C - Continents
O - Oceans and Seas
W - Weather
W - Who and What
S - See

Key stage 2

H – Hemisphere
O – Other Places
T - Time zone
C - Climate
L - Latitude
U - Us
B - Bodies of water

- Year Group: this ensures that classes within the same year group cover the same areas aiming for the same objectives.
- Class: this allows the teacher to interpret the learning objective in their own way and deliver the lesson in an interesting and appropriate way for their class, taking into account abilities and needs within the class.

# 5. Roles and responsibilities

**Role of the Subject Co-ordinator**

The role of the co-ordinator is largely to ensure the geography curriculum is being delivered in a way which meets the learning objectives and hopefully inspires and motivates the children. The co-ordinator aims to continually improve the Geography provision within the school. This is done by:

- Supporting the development of medium term plans for each programme of study.
- Providing appropriate resources to support planning
- Monitoring the teaching and learning of geography.
- Carrying out book scrutiny monitoring
- Carrying out an 'end of topic' monitoring process in order to identity future actions or areas for development.
- Offering advice and support to colleagues.
- Keeping up to date with any new subject developments.
- Purchasing, ordering and maintaining teaching resources whilst managing a delegated budget.

**Computing**

We make provision for the children to use the computer in geography lessons where appropriate. Children use computing in geography to enhance their skills in data handling and in presenting written work. They research information through the Internet. We also offer children the opportunity to use the digital equipment to record and use photographic images.

**PSHE**

Geography contributes significantly to the teaching of personal, social and health education and citizenship. Firstly, the subject matter lends itself to raising matters of citizenship and social welfare. For example, children study the way people re-cycle material and how environments are changed for better or for worse. Secondly, the nature of the subject means that children have the opportunity to take part in debates and discussions. Geography in our school promotes the concept of positive citizenship.

**Spiritual, moral, social and cultural development**

We offer children in our school many opportunities to examine the fundamental questions in life through the medium of geography. For example, their work on the changing landscape and environmental issues leads children to ask questions about the evolution of the planet. We encourage the children to reflect on the impact of humankind on our world. Through teaching about contrasting localities, we enable

the children to learn about inequality and injustice in the world. We help children to develop their knowledge and understanding of different cultures so that they learn to avoid stereotyping other people and acquire a positive attitude towards others. We help contribute to the children's social development by teaching them about how society works to resolve difficult issues of economic development. Geography contributes to the children's appreciation of what is right and wrong by raising many moral questions during the programme of study.

## 6. Equal opportunities

We aim to provide equal access to geography for all children. Activities are differentiated to ensure that all children are able to access the topic at their own level, thereby ensuring every child reaches their potential. All children's efforts and achievements are praised in accordance with the school policy for feedback. We wish to encourage full and active participation by all children irrespective of ability. We also value personal worth and self-esteem, for example, sensitivity and awareness of other cultures. Particular care should be taken in geography that there is no discrimination on grounds of gender, race or class. Through the teaching of geography, we will promote mutual respect and tolerance for all cultures. We also encourage responsibility to the community and the environment.

## 7. Links with other policies

Geography often lends itself to cross curricular links and as a co-ordinator, I encourage the staff to include as many links as possible. It is important to embrace these links, providing the geography learning challenge is successfully met.

- English – A variety of geographical skills can be taught through a range of media, for example, newspaper reports, discussion texts on environmental issues, discussions, role play etc

- Computing – Communicating information (word processing) -Handling information (databases and CD roms) -Modelling (simulations and spreadsheets) -Subject software

- Maths – geography provides the opportunity to cover a range of mathematical concepts such as data handling, reading thermometer scales, co ordinates and compass points

- Art – Sketches of landscapes, maps and local area.

# 8. Resources

Geography resources are continually audited and updated. It is important to ensure that each topic has appropriate resources to deliver and enhance the teaching of the specified objective. As a school, we encourage the use of our local environment to enhance our geography teaching. This includes local environment studies and field trips around 'Our Local Area'.

# 9. Health and Safety

All out of school activities will comply with the guidelines in the school Health and Safety policy. When engaged in fieldwork children are expected to behave in a considerate, responsible manner showing respect for other people and the environment. Risk assessments are carried out prior to any field trips taking place.

# 10. Monitoring and Review

The coordination of the Geography curriculum is the responsibility of the Geography subject leader who also:

- Supports colleagues by keeping them informed about current developments in Geography and by providing a strategic lead and direction for this subject (e.g. through INSET meetings);
- Discusses progress with SLT and evaluates the strengths and weaknesses in Geography, indicating areas for further improvement;
- Reviews regularly evidence of the children's work and teachers planning;
- Observes Geography lessons taught by the teachers and asks pupils questions during pupil voice interviews.