Bishop Pursglove CE Primary School

Reach Higher, Think Deeper, Love Wider

Geography Policy

Policy Agreed: September 2026

Policy Review Date: September 2027

Curriculum Statement

Intent

At Bishop Pursglove, we believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. The Geography Curriculum at Bishop Pursglove enables children to develop knowledge and skills that are transferable to other curriculum areas, and are also used to promote their spiritual, moral, social and cultural development.

Geography is, by nature, an investigative subject, which develops an understanding of concepts, knowledge and skills. We seek to inspire in children:

- A curiosity and fascination about the world and its people, which will remain with them for the rest of their lives.
- To promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

The curriculum is designed to develop knowledge and skills that are both progressive and transferable throughout their time at Bishop Pursglove, and to their further education and beyond.

Implementation

Geography at Bishop Pursglove is taught in blocks throughout the year so that children can achieve depth in their learning. Teachers have identified the key knowledge and skills of each blocked topic and consideration has been given to ensure progression across topics in each year group, as well as throughout the school. At the beginning of each topic, children are able to convey what they know already as well as what they would like to find out. This informs the programme of study and also ensures that lessons are relevant and take account of children's different starting points. Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion. Cross curricular outcomes in Geography are specifically planned for, with strong links between Geography and morning English lessons identified, planned for and utilised. The local area is also fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice. Planning is informed by and aligned with the National Curriculum. Staff use Cornerstones Maestro 'Knowledge Rich' planning and resources. Furthermore, In Years 1-6, Subject Knowledge Organisers for each topic unit are accessible on pupils' desks, in order for children to use for support during lessons and to enable them to refer back to and makes links with their previous learning.

Impact

Outcomes in Writing books, evidence a broad and balanced Geography Curriculum and demonstrate children's acquisition of identified key knowledge. Children review their successes in achieving the Learning Intention at the end of every session and are actively encouraged to identify their own target areas, with support from their teachers. Children also record what they have learned comparative to their starting points at the end of every topic unit. As children progress throughout the school, they develop a deep knowledge, understanding and appreciation of their local area and its place within the wider geographical context.

Teaching and Learning Across the Whole School

Through their work in Geography, children learn about their local area and compare their life in this area with that in other regions in the United Kingdom, and in the rest of the world. As pupils progress, they deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. They learn how to draw and interpret maps and use subject-specific vocabulary relating to human and physical geography, with accuracy and confidence.

Through their growing knowledge and understanding of human geography, children gain an appreciation of life in different societies, helping to develop an understanding of other cultures, and how nations rely on each other. Geographical knowledge, understanding and skills, provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time. The Learning Intention (KS2) or WALT (KS1) for each lesson is informed by the 2014 National Curriculum, and children are guided towards this within each lesson using success criteria. Teaching and Learning in Geography is supported by a wealth of resources, (including Cornerstones Maestro). Programmes of Work are embedded with key knowledge, which itself is mapped, along with key skills, to support affective assessment and ensure progression across the school.

Assessment

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Key geographical knowledge is taught to enable and promote the development of children's geographical skills. Assessment is supported by using a range of strategies, which include:

- Observing children at work, individually, in pairs, in a group and in class during whole class teaching.
- Using differentiated, open-ended questions that require children to explain and unpick their understanding.
- Providing effective feedback, according to the school's Marking and Feedback Policy.
- Book moderation and monitoring of outcomes of work, to evaluate the range and balance of work, and to ensure that tasks meet the needs of different learners, with the acquisition of the pre-identified key knowledge of each topic being evidenced through the outcomes.

Planning and Resources

Teachers have identified the key knowledge that is being taught, as well as the skills that are being developed across each topic. These are also outlined in the Scheme of Work overview, which makes explicit links to the 2014 National Curriculum. Key vocabulary is also identified and displayed on Classroom Working Walls, as well as how consideration to the school's context has informed the programme of study. Cross curricular outcomes are also identified prior to teaching, and these are evidenced through outcomes of work, as well as being stated explicitly in planning.

Organisation

At Bishop Pursglove, we follow a topic rich curriculum approach to learning, which means that children study Geography through topics lasting approximately a term, as outlined in the overall Curriculum Framework Overview. English is taught mainly through topic. This allows children to enhance their geographical knowledge and develop their geographical skills through focused daily learning. This model also promotes the children in being able to achieve a greater depth of understanding of each topic.

EYFS

In EYFS, Geography is currently taught using Curriculum Maestro within the topics of: Starry Night, Big wide World, Puddles and Rainbows, Exploring Autumn, Winter Wonderland and Me and My Community. There will be other opportunities to explore people, culture and communities within our broad curriculum or as children's interests arise. We work towards children reaching the Early Learning Goals in Understanding the World, at the end of Reception, and being able to demonstrate that they can:

Understanding the World

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

KS1 and KS2

During Key Stage 1, pupils will investigate their local area and a contrasting area in the United Kingdom or abroad, finding out about the environment in both areas and the people who live there. They also begin to learn about the wider world. They carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions about people, places and environments, and use geographical skills and resources such as maps and photographs. Pupils develop knowledge about the world, the United Kingdom and their local area. 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.

Children will develop their **locational knowledge**; they will learn to name and locate the world's seven continents and five oceans. In addition, they will learn to name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

They will also develop a greater **understanding of place**, by comparing the 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.

In addition to developing children's locational and place knowledge, they will have the opportunity to learn about **human and physical geography**. During this study, they will 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. They will also begin to use geographical vocabulary to refer to key physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather) and key human features (city, town, village, factory, farm, house, office, port, harbour and shops.)

Children will develop geographical skills and fieldwork skills, through these three areas of study, where they learn to use world maps, atlases and globes; simple compass directions; aerial photographs and plan perspectives to recognise landmarks and basic human and physical features and to use simple fieldwork and observational skills to study the geography of their local area.

During Key Stage 2, pupils extend and develop their knowledge and understanding beyond the local area, to include the United Kingdom and Europe, North and South America; studying the location and characteristics of a range of the world's most significant human and physical features. They continue to develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

They extend their **locational knowledge**, when they learn to locate and name European countries as well as North and South American countries, concentrating on their environmental regions, key physical and human characteristics, and major cities. In addition to this, they extend their locational knowledge to be able to name and locate counties and cities of the United Kingdom, describing key geographical regions, human and physical characteristics, key topographical features and land-use patterns. This is further extended to identify the position and significance of latitude, longitude, the Equator, the Northern and Southern Hemispheres, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circle and the Greenwich Meridian and time zones.

Children will build on their **understanding of place,** by comparing the geographical similarities and differences through studying the human and physical geography of a region of the United Kingdom, a region of a European country and a region within North or South America.

In Key Stage 2, **human and physical geographical knowledge** is extended to allow children to develop an understanding of aspects of physical geography (investigating climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle) and human geography (learning about types of settlement and land use, economic activity and the distribution of natural resources including energy, food, minerals and water.)

Children will continue to develop geographical skills and fieldwork skills, through these three areas of study, where they learn to use maps, atlases and globes and digital/computer mapping; eight-point compass directions; four and six-figure grid references, symbols and keys and the Ordnance Survey maps. They will also 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.

Equal Opportunities

At Bishop Pursglove, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion and also to maintain a positive ethos where children demonstrate positive attitudes towards others. Support for specific individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be provided for and demonstrated by children who require further challenge.

Inclusion

All pupils are entitled to access the Geography Curriculum at a level appropriate to their needs.

To ensure inclusion, teachers use a range of strategies in line with the school's inclusion planning key. Independent tasks, and teaching, are also well-adapted to ensure full accessibility, as well as to provide appropriate challenge to different groups of learners. The school makes full use of additional adults, who are deployed effectively to ensure that identified children are able to make progress in each curriculum area, according to their full potential.

Opportunities for enrichment are also fully utilised to ensure a fully inclusive and engaging Geography Curriculum. This is supported through a number of links with places of geographical interest in the immediate and wider locality, which engage the children further through practical learning activities.

Role of the Subject Leader

The Subject Leader's responsibilities are:

- To ensure a high profile of the subject.
- To ensure a full range of relevant and effective resources are available to enhance and support learning.
- To model the teaching of Geography.
- To ensure progression of the key knowledge and skills identified within each unit, and that these are integral to the Programme of Study, and secure at the end of each age phase.
- To monitor books and ensure that key knowledge is evidenced in outcomes, with support from SLT.
- To monitor planning and oversee the teaching of Geography.
- To lead further improvement in and development of the subject, as informed by effective subject overview.
- To ensure that the Geography Curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment.
- To ensure that the Geography Curriculum takes account of the school's context, promotes children's pride in the local area, and provides access to positive role models from the local area to enhance the Geography Curriculum.
- To ensure that approaches are informed by, and in line with, current identified good practice and pedagogy.

Parents

We actively encourage the involvement of families and the wider community to help support the teaching of Geography. Parents and carers are involved with supporting their children with topic-based homework. Geography homework tasks are well communicated and have a clear purpose, often providing children with the means to research and explore a topic to support their classroom work.