# FRONT STREET COMMUNITY PRIMARY SCHOOL

# GEOGRAPHY POLICY

September 2026

**This policy links to articles: 2, 6, 12, 13, 17, 23, 28, 29 and 31.**

**Intent:** At Front Street, we aim to inspire pupil's Geographical curiosity so that they are actively involved in their learning. We believe that Geography is essential for our children as it allows them to make links to the real-world, the world that we live in and the impact we have on that world.
Our curriculum promotes the NC aims for Geography and provides children with the Geographical skills within - geographical knowledge, geographical understanding and geographical skills and enquiry. We want pupils to develop a clear geographical perspective so that they can piece together their growing knowledge and make links to who they are and where they live.

**Aims:** The national curriculum for geography aims to ensure that all 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

The Geography curriculum is focused upon the development of **substantive and disciplinary knowledge**:

# Substantive knowledge

In geography, this is based on the knowledge of four key elements of geographical understanding. All of these elements will be taught in all year groups. These are:

| | |
|---|---|
| **Location** | Develop children's knowledge of the location of significant places, both terrestrial and marine. |
| **Place** | Know the similarities and differences of significant places, both terrestrial and marine. |
| **Human and physical** | Know the processes that provide the human and physical features of the world, including how these are |

| | |
|---|---|
| **features** | interdependent and change over time. |
| **Skills and field-work** | Know how to collect, analyse and communicate geographical data gathered through experiences of fieldwork.<br>Know how to interpret a range of geographical information and present this in a variety of ways, including through maps, numerical skills and written formats. |

# Disciplinary knowledge

In geography, disciplinary knowledge is the process of enabling children to use their substantive knowledge of the world around them to make links between and across different areas of the curriculum. Geography knowledge will equip the children with the opportunity to explain how and why places are changing and to predict any future changes that may happen. They will also apply this knowledge to explain what could and should change in the future of the world in which they live; providing them with the opportunity to become effective global citizens.

# Teaching of Geography

Geography at Front Street is progressively sequenced to ensure that pupils' knowledge and substantive concepts are built over time and prepare them for their next steps in learning. The sequence also ensures that pupils gain appreciation and understanding of areas such as map work, migration, land use, population and fieldwork skills. Through practical work, the pupils learn the discipline of the subject and apply their knowledge and skills to think like a Geographer. Fieldwork is taught and explored progressively across school. We ensure children have the opportunity to investigate a range of geographical areas and apply their knowledge of fieldwork.

# Early Years Foundation Stage (EYFS)

Geography in the Early Years supports pupils' understanding of the world, communication and language, personal, social and emotional development, and early literacy and mathematical development. Children learn through experiences that develop their understanding of places, people and the environment. For example, pupils may explore their local area, discuss different types of weather and environments, and use maps, photographs and simple journeys to develop an understanding of location and place.

Within the Early Years Foundation Stage, activities and experiences for pupils are based on the seven areas of learning and development. The seven areas the provision is enhanced with are:

- Literacy (specific area)

- Maths (specific area)
- Understanding the world (specific area)
- Expressive arts and design (specific area)
- Communication and language (prime area)
- Personal, social and emotional development (prime area)
- Physical development (prime area).

# Key Stage 1

Key Stage 1 Geography focuses on developing pupils' knowledge of the world, the United Kingdom and their locality. Pupils develop their understanding of basic geographical vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

## Teaching of Geography in Key Stage 1

Within Key Stage 1, activities and experiences for pupils are based on:

• **Locational knowledge** – naming and locating the world's seven continents and five oceans, and naming, locating and identifying characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

• **Place knowledge** – understanding geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and a small area in a contrasting non-European country.

• **Human and physical geography** – identifying 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.

• **Geographical vocabulary** – using basic geographical vocabulary to refer to key physical features, such as beaches, cliffs, coasts, forests, hills, mountains, seas, oceans, rivers, soil, valleys and vegetation, and key human features, such as cities, towns, villages, factories, farms, houses, offices, ports, harbours and shops.

• **Geographical skills and fieldwork** – using world maps, atlases and globes; using simple compass directions and locational language; using aerial photographs and plan perspectives; devising simple maps and using basic symbols and keys.

• **Fieldwork** – using simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of the surrounding environment.

# Key Stage 2

Key Stage 2 Geography focuses on extending pupils' knowledge and understanding beyond their local area to include the United Kingdom, Europe, and North and South America. Pupils develop their understanding of a range of significant human and physical geographical features and use geographical knowledge, understanding and skills to enhance their locational and place knowledge.

## Teaching of Geography in Key Stage 2

Within Key Stage 2, activities and experiences for pupils are based on:

• **Locational knowledge** – locating countries of the world, with a focus on Europe, North and South America, including environmental regions, physical and human characteristics, countries and major cities.

• **The United Kingdom** – naming and locating counties and cities, geographical regions and their human and physical characteristics, key topographical features such as hills, mountains, coasts and rivers, and patterns of land use.

• **Geographical understanding of the world** – developing knowledge of latitude, longitude, the Equator, the Northern and Southern Hemispheres, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime Meridian and time zones.

• **Place knowledge** – understanding geographical similarities and differences through the study of a region of the United Kingdom, a region in a European country and a region in North or South America.

• **Physical geography** – developing an understanding of climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.

• **Human geography** – understanding types of settlement and land use, economic activity and trade links, and the distribution of natural resources, including energy, food, minerals and water.

• **Geographical skills and fieldwork** – using maps, atlases, globes and digital mapping to locate countries and describe geographical features.

• **Mapping skills** – using the eight points of a compass, four- and six-figure grid references, symbols and keys, including Ordnance Survey maps.

• **Fieldwork** – observing, measuring, recording and presenting human and physical geographical features in the local area using a range of methods, including sketch maps, plans, graphs and digital technologies

## Geography Curriculum Planning

The Geography curriculum is based on the National Curriculum and is designed to provide pupils with a broad, balanced and progressive education. Units are sequenced carefully so that knowledge and skills build over time. Prior learning is revisited regularly to strengthen retention and support long-term understanding.

**Planning takes place at three levels:**

- Long-Term Planning – Maps curriculum coverage across year groups and ensures progression.
- Medium-Term Planning – Identifies key knowledge, concepts, vocabulary, enquiries and assessment opportunities.
- Short-Term Planning – Details lesson objectives, activities and adaptations to meet the needs of all learners.

The Geography Subject Leader monitors curriculum coverage and ensures National Curriculum requirements are met.

# Cross-Curricular

## English

Geography contributes significantly to the teaching of English by developing pupils' reading, writing, speaking and listening skills. Children read a range of geographical texts, including information books, reports, maps, newspaper articles and accounts of different places. They develop oracy through discussion, debate and presentations, while giving opportunities to develop a range of writing genres.

## Mathematics

Geography provides meaningful opportunities to apply mathematical skills in real-world contexts. Children use measurements, scales, coordinates, grid references and data to develop their understanding of place and geographical processes. They interpret and present information using tables, charts and graphs and develop their understanding of distance, direction, area and proportion through map work and fieldwork.

### PSHE

Geography contributes to pupils' personal, social, health and citizenship education by developing their understanding of people, communities and the environments in which they live. Children explore themes including diversity, sustainability, equality, community, environmental responsibility and global citizenship. They develop respect for different cultures and perspectives and consider how people interact with and impact upon their environment.

### RRSA

As an RRSA school, Geography provides opportunities for pupils to explore children's rights in relation to people, places and the environment. Children consider issues such as

access to education, clean water, food, shelter, healthcare and a safe environment. Geographical enquiry encourages pupils to respect the views, cultures and experiences of others and to consider their responsibilities as local, national and global citizens.

### Computing

Children use digital technology to research, collect, analyse and present geographical information. They use online maps, digital mapping tools, satellite imagery and other geographical resources to investigate places and environments. Pupils also use technology to record and communicate their findings through presentations, photographs, data and digital maps.

### History

Geography supports History by developing pupils' understanding of place, location and the physical and human environments in which historical events and societies developed. Maps and geographical knowledge help pupils understand changes in settlements, land use, migration, trade and the development of communities over time.

### Science

Geography has strong links with Science through the study of the natural world and the processes that shape our planet. Children explore weather, seasons, climate, habitats, plants, animals, rocks, soils, rivers, the water cycle and environmental change. They develop an understanding of how physical processes affect people and places and how human activity can impact the environment.

### Design and Technology

Geography links with Design and Technology through the study of materials, resources, structures and sustainable design. Children explore where natural resources come from, how they are used and the environmental impact of production and consumption. They can apply geographical knowledge when designing and evaluating products that respond to environmental and human needs.

## Equal Opportunities and Inclusion

### Inclusion

At Front Street Primary School, we teach Geography to all children regardless of ability. Geography forms part of the school curriculum through which we provide a broad and balanced education for all pupils. Learning opportunities are matched to the needs of all learners and account is taken of individual targets and support plans where appropriate. Teachers take account of the three principles of inclusion set out in the National Curriculum:

- Setting suitable learning challenges for all children.
- Responding to the diverse learning needs of all pupils using adaptive teaching
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

## Equal Opportunities

It is the responsibility of all teachers at Front Street Primary School to ensure that children, irrespective of ability, race, gender, age, faith, sexual orientation or disability, are given full access to the Geography curriculum and make the best possible progress in accordance with current legislation.

## Assessment and Recording

Assessments in Geography are carried out using a range of strategies. Throughout a unit, assessments are used to inform live in-class adaptations and future planning, identify where additional support is needed. Any barriers to learning are identified and how these can be addressed in the next unit or when these objectives are revisited by these pupils. This information is shared with subject leads.

# Resources

At Front Street Primary School, we are well resourced to teach all the geography units. All classrooms have access to a set of age appropriate atlases and maps to refer to during teaching and link this to learning that happens across the curriculum, for example if the class are reading a book which is set in Africa, they will locate Africa on the map. We have OS maps of appropriate scales as well as access to digital mapping tools. A wide range of geography books are available within classrooms. Pupils also have access to iPads, Chromebooks and ICT facilities to support research and learning.

## Monitoring and Review

The Geography Subject Leader works alongside the Senior Leadership Team to monitor standards of teaching and learning throughout the school..
The Geography Subject Leader is responsible for:

- Ensuring progression and continuity across the key stages through the development of long-term planning.
- Supporting colleagues in curriculum implementation and providing guidance within units of work.
- Keeping up to date with developments in Geography and disseminating information to teaching staff.

### CPD in Geography

Professional development is delivered by the Geography Subject Leader, supported by the Gateshead CCIG initiative, key staff and the local authority.

### School Governor Role in Geography

A Link Governor is allocated responsibility for the oversight of Humanities. Governors are involved in monitoring activities where appropriate. Key documentation and action

plans are shared regularly, and meetings are held between the Link Governor and the Geography Subject Leader to discuss developments within the subject.

**Geography Subject Leader:** Miss L Hoult

**Monitoring and Review:** The subject leader works alongside the SLT to monitor standards of teaching and learning at Front Street. A structured cycle of planning and work scrutiny, observations, and pupil and staff interviews/questionnaires will provide information to judge the effectiveness of the subject as well as points for future development.

**CPD in Geography**: CPD is delivered by Geography Lead (supported by the Gateshead CCIG initiative), key teachers, and through the local authority.

## Monitoring and Review:

The subject leader works alongside the SLT to monitor standards of teaching and learning at Front Street. A structured cycle of planning and work scrutiny, observations, and pupil and staff interviews/questionnaires will provide information to judge the effectiveness of the subject as well as points for future development.

The history subject leader is responsible for:

- Ensuring progression and continuity across the key stage through the development of the long-term plan.
- Supporting colleagues in the implementation of the short-term planning and providing support within each unit of work.
- Monitoring progress and standards within the subject.
- Keeping up to date with developments in history and disseminating information to the rest of the teaching staff.

**School Governor role in Geography:** there is a Link Governor allocated for the oversight of Geography. Governors will be asked to join the monitoring. Key documents and action plans will be shared when updated and regular meetings will be held with the link governor.

For further explanation or clarification of any item discussed in this policy, please see the **Geography Lead: Miss L Hoult**.