



Geography Policy

Policy Lead:	Lauraine Keogh
Date written:	January 2026
Review date:	January 2027

Approval status: Approved

Date Agreed: January 2026

Principal: *G Rizzo*



Contents

1. Policy Aims.....	3
2. Intent and Priorities.....	3
3. Aims and Objective.....	3
4. Implementation and Impact.....	4
5. Roles and Responsibilities	4
6. Geography Curriculum Planning.....	5/6
7. Links with other policies	7
8. Teaching Geography to children with special needs	8
9. Assessment and Recording.....	8

1. Policy Aims

This Geography Policy aims to:

- Ensure consistency in the approach to the teaching of Geography across school
- Set out expectations for all members of the St John's community with regards to Geography

2. Intent and Priorities.

Intent

Through the high-quality teaching of Geography here at St John's, we aim to encourage our children's curiosity and promote an open mind. This will encourage our children to enjoy learning about their own local area, country and develop a genuine interest in the different cultures and countries around the world with enriched cultural capital. We seek to inspire in our children a curiosity and fascination about the world and its people, which will remain with them for the rest of their lives. We want all children at St John's to develop geographical skills such as reading and using maps, identifying human and physical features, a good knowledge of the different continents and oceans as well as collecting and analysing data. The Geography curriculum is designed to promote knowledge and develop skills that are progressive as well as transferable throughout their time at St John's and to their further education and beyond.

Priorities

- To instil a fascination in local and global environments
- To understand the relationship between physical and human processes.
- To reflect and respond to the needs and passions of our school communities.

3. Aims and objectives

The aims and objectives of the subject are as follows.






- Allow children to develop contextual knowledge of the location of places, seas and oceans, including their defining physical and human characteristics.
- Develop contextual knowledge of the location of places, seas and oceans, including their defining physical and human characteristics.
- 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.
- Be 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 and aerial photographs.
 - Communicate geographical information in a variety of ways, including through maps and writing at length.

4. Implementation and impact

Implementation

As a school, we visit and explore each continent across our globe throughout Geography lessons. As with all subjects, the primary aim is to develop knowledge, skills and understanding. Within Geography, we like to ensure children know they are studying this specific subject and not just 'topic' to make sure they can relate their knowledge and skills to the real world. Geography is a subject that will be delivered to the whole class with opportunities for team or whole school events such as field and residential trips. A variety of methods are to be employed in the teaching of Geography, which will afford pupils access to a range of resources and ensure that they are encouraged to develop their potential to the full. After each unit taught within Geography, teachers will need to (informally) review the effectiveness of the lessons taught and whether they were enjoyed by pupils as well as purposeful.

There are 5 key concepts in which we deliver our Geography lessons here at St. John's:

				
Place Knowledge	Sustainability	Change	Fieldwork and Mapping	Physical & Human

Teachers are expected to utilise many differing techniques and approaches to ensure that the Geography curriculum is constantly made interesting, interactive and alive.

These may include:

- Knowledge given by the teacher
- Use of the local environments for fieldwork
- Creative activities- building models, showing routes.
- Individual and group enquiry- especially where resources are limited
- The use of videos and films
- Using outside speakers
- Visits to places of relevance e.g beaches/coastline
- Use of ICT – simulations and use of the World wide web.
- Use of relevant books, pamphlets, leaflets, maps, postcards, atlases etc.
- Role play and drama to create empathy,
- Photographs and satellite images.

Impact

Children will know more, remember more and do more. This meaning all children, including disadvantaged and SEND Children will understand and remember necessary Geographical knowledge and skills because they have enjoyed it through first hand experiences and engaging lessons.

5. Roles and Responsibilities

Subject Lead

It is the responsibility of the Geography subject leader to:

- Develop, implement and review an action plan for Geography
- Monitor Geography throughout school
- Encourage staff to provide effective learning opportunities for all pupils
- Develop valid activities appropriate for children at different stages of development, which enable pupils to progress in the subject.
- Renew, update and complement resources needed to deliver the curriculum, within budget restraints.

Monitoring of the standards of children's work and of the quality of teaching in Geography is the responsibility of the Geography subject leader. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for Geography at St John's.

Teachers

It is the responsibility of class teachers to ensure the high quality teaching of Geography within their classroom. The curriculum progression document should be used to inform planning and teachers need to make sure that the key concepts of Geography are being covered along with an understanding of each linked symbol. Class teachers are responsible for ensuring that all Geography objectives are being met for their cohort. They are also responsible for ensuring that equipment and resources required for lessons are ordered and available for their lessons or they have let the subject lead know what is required.

Senior Lead

It is the responsibility of the Senior leaders to support teaching staff and phase leads with the implementation and monitoring of Geography across the school. They should hold teachers accountable within the teaching and assessment of Geography.

6. Geography curriculum planning

Geography is listed as a foundation subject in the National Curriculum. Planning is in most cases is cross-curricular and is commonly linked to the overriding topic, local interest or spark by the children's own ideas. Planning is split into two phases, long term and medium term.

Long Term Planning

Long Term planning links in directly to the National Curriculum and the knowledge, skills and experience required in EYFS, KS1 and KS2.

Medium Term Planning

Medium term planning is usual interwoven into topic planning or as a block of Geography work linked to other foundation subjects. This will commonly vary from teacher to teacher in accordance with their own individual preference when it comes to planning foundation subjects.

Foundation stage

We encourage the development of knowledge, skills and understanding that help foundation children make sense of their world as an integral part of the school's work. This learning forms the foundations for later work in Geography. These early experiences include asking questions about where we live, where we have visited and making lots of comparisons. We provide a range of experiences that encourage exploration, observation, problem solving, critical thinking and discussion. These activities, indoors and outdoors, attract the children's interest and curiosity. Structured and independent learning activities are carefully constructed to allow children to reach relevant early learning goals.

Early Learning Goal 14: The World: *Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.*

Key Stage One

Through a variety of creative and practical activities in continuous provision, pupils should explore through independent activities as well as whole class teaching.

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.

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 Two

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 tools and skills to enhance their locational and place knowledge.

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.

7. Links with other policies

English

Geography gives many opportunities for children to embed and secure their learning in English. Children could write and create Non-chronological reports/informative texts explaining about what they have learnt. Furthermore they could create balanced arguments based on why you would travel to a country or not. How can we be more sustainable?

Maths

Measure- When doing map work, children could convert between miles to km and think about distance. This can also be experienced through first hand fieldwork and travel, gaining an understanding as to how far somewhere is.

Science

When carrying out fieldwork activities, this can link closely with Biology and the curriculum objectives covered such as rock types, soil types and how this links with erosion.

Spiritual, Moral, Social and Cultural Development

In our teaching of Geography we also contribute to the development of the children's spiritual, moral, social and cultural understanding by looking at the whole world. Where have they visited, where would they like to visit? Children are provided with many opportunities to discuss questions (see SMSC Policy, Equality and Race Equality Policy).

Computing

Wherever appropriate we use computing to enhance our teaching of Geography. The children use ICT in a variety of ways, such as word-processing, finding information on the Internet and presenting information through PowerPoint.

History

Links are made to History so that children have an awareness of where countries are in the world which relate to units studied, such as Ancient Greece. Map work is crucial so that children can see how both Britain and the World has changed over time and how this has impacted the people living in periods of time. Geography also has an important role when discussing the migration of people and settlements that were created. The importance of trade links have helped to build and shape civilisations.

Our school keep a wide range of resources that support the teaching of Geography. These can be found in the subject cupboard in the corridor outside of the library. Basic equipment is kept by teachers in their classroom and additional equipment can be ordered and obtain through consolation with the subject coordinator.

Health and Safety

In this subject, the general teaching requirement for health and safety applies. We teach children how to follow proper procedures when carrying out fieldwork such as public safety, sea/water safety, cliff awareness and beibg safe in general.

8. Equal Opportunities in Geography

It is recognised that all pupils must be given opportunities to show what they know and can do. Recognising the different abilities within a class means that teachers must plan at a class, group and individual level.

Teachers' planning will set high expectations and provide opportunities for all pupils to achieve, so that everyone can take part in lessons fully and effectively. Also, they will take specific action to respond to pupils' diverse needs by:

- Using a range of teaching styles, which match the experience of all pupils within the class and begin to cater for different intelligences.
- Matching tasks to pupils' needs.
- Setting a safe and stimulating learning environment
- securing their motivation and concentration;
- providing equality of opportunity through teaching approaches – ensuring that children of all intelligences are given the opportunity to succeed and make progress;
- using appropriate assessment approaches;

9. Assessment and Recording

The knowledge, skills and understanding in the programmes of study identify the aspects of Geography in which pupils make progress: Children demonstrate their ability in Geography in a variety of different ways. Teachers will assess children's work by making informal judgments during lessons. On completion of a piece of work, the teacher assesses the work and uses this information to plan for future learning. Written or verbal feedback is given to the child to help guide his or her progress. Children are also encouraged to assess their own learning and make judgments about how they can move their learning forward. At the end of a whole unit of work, the teacher makes a summary judgement about the work produced. Teachers then use the levels that they record to plan the future work of each child, and to make an annual assessment of progress for each child, as part of the annual report to parents and carers.

The subject leader keeps written and photographic evidence of the children's work in a portfolio. This demonstrates the expected level of achievement in Geography in each year of the school.