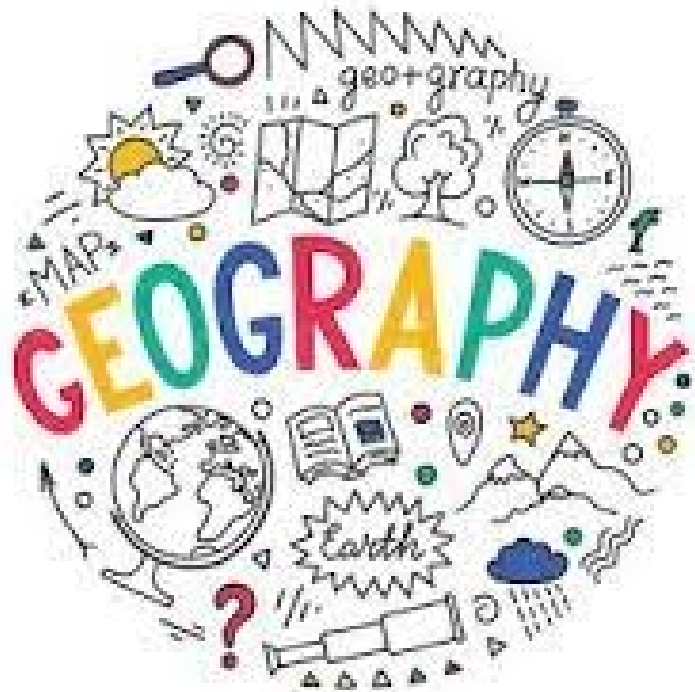




Geography

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www.teaguesbridgeprimary.org

Teagues Bridge Primary School

Geography Policy

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Staff Responsibility	Sophie Wood
Governor responsibility	Kevin Evans

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Intent

Reading

To build a curriculum which develops a love of reading to help pupils know more, remember more and understand more.

To design a curriculum which has reading at its core across all curriculum areas. Through choosing quality texts, we intend to develop a love of reading and allow children to recognise the pleasure they can get from their reading, as well as an understanding that reading allows them to discover new knowledge, revisit prior knowledge and understand more about what they learn, fuelling their imagination for ideas to use in their own work.

At Teagues Bridge, we believe that Reading is a fundamental skill which enables children to access all areas of learning, ensuring they can make progress and succeed.

Our aim is for children to view reading as an enjoyable and worthwhile activity and develop a love of reading. We want them to become fluent and confident readers who can read a range of fiction and non-fiction genres.

Our curriculum is designed so that, alongside reading for pleasure, children develop the ability to use their reading skills to research and gather new knowledge and understanding.

Geography

Our intent for the Geography element of our school curriculum, at Teagues Bridge, is to inspire pupils with a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

We want our children to gain confidence and practical experiences of geographical knowledge, understanding and skills that explain how the

Earth's features at different scales are shaped, interconnected and change over time

Implementation

The coverage of Geography as part of the Teagues Bridge curriculum is non-negotiable and will be followed by all staff in the school. Fixed timetables are set on a weekly basis and monitored by the Senior Leadership Team of the school. The subject leader for Geography will initially be from SLT and will work with another member of staff to co-ordinate the subject together, allowing for clear subject leadership and succession planning.

Carefully designed schemes of learning in Geography, following the cornerstones planning and 2014 national curriculum, ensures consistency and progress of all learners. All year groups have specific topics, where geography is the main subject driver, allowing for the in depth knowledge and skills development in geography. Educational visits to support geography are undertaken throughout the school, including Weston park for Pond dipping and mapping and mapping of the local area. Geography is taught through a range of themes but plays a key role in the achievement of the learning aims of the whole topic.

Learning objectives and success criteria are present in every Geography lesson are set in order to guide children to achieve their potential. This ensures work is demanding and matches the aims of the curriculum. High quality teaching responds to the needs of children with prior learning and assessment for learning question being used to ensure the children are challenged at an appropriate level in each lesson. Marking is used to knowledge skills and knowledge have been gained and to address misconceptions in learning.

The Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS' guidance which aims for all children in reception to have an 'Understanding of the World; people and communities, the world and technology' by the end of the academic year.

Teachers use specially designed flip charts that put each child in the shoes of a geographer, outlining the skills and knowledge a geographer would need in each area of the curriculum. This also allows children to think back to what they have learnt before and what they might need to learn in future lessons.

Impact

Our approach to teaching and learning in foundation subjects, and specifically geography, results in an engaging curriculum for all. This

provides children with the foundations and knowledge for understanding the physical and human geography of both their local area and the wider world. Our geography curriculum also results in motivated learners with sound understanding of the geographical world around them.

Engaging lessons which include real-life links allow children to become independent learners and develop an appreciation of the importance of geography in their local environment and the wider world.. Independent projects through the cornerstones innovate program, provide the opportunity for children to apply their learning from a topic, demonstrate their understanding and apply their geographical skills. These allow teachers to opportunity to assess what children have retained and understood from the topic.

We track the impact of the children's learning in geography through regular quizzes linked the geography knowledge organizers, linked to each topic. Learning through the use of pre and post unit quizzes, assessment for learning tasks throughout the topic and through teacher's questioning.

Assessment for Learning reflections take place at the end of lessons and are used to show teachers what children have understood and provide the opportunity to identify misconceptions which need addressing in the next lesson.

Marking is used to address misconceptions, evaluate children's learning and teachers use this to inform their planning. In conjunction with marking, verbal feedback is used to address misconceptions and move learning forward instantaneously.

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 use of the following strategies:

- 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, including Fix it comments, Verbal feedback and Ch to address misconceptions and move the learning forward.
- 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.
- Use of engaging prior learning to ensure children link what they have already learnt in previous lessons/ year groups to their current learning.
- Use of Knowledge boards and making learning stick activities to ensure children know more and remember more.

Planning

Geography co-ordinators, in conjunction with SLT, mapped out the curriculum objectives for geography from the national curriculum 2014. Objectives are divided into year groups in the Teagues Bridge skills and progression document for Geography. These objectives are also mapped on the curriculum map for each theme. This allows teachers to explicitly plan a sequence of geography lessons in medium and short term planning to meet each of the objectives outlined in the national Curriculum.

Organisation

Within the academic year, children study geography in blocks, as outlined in the schools long term planning document. This allows children to enhance their geographical knowledge and develop their geographical skills through focused daily learning, throughout the duration of each block. This model also promotes the children in being able to achieve a greater depth of understanding of each topic

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 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 planning ensure that key knowledge is evidenced in outcomes, alongside and as supported, by SLT

- 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 take 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

EYFS

Early Years explore geographical themes and content through the Understanding of the World strand of the EYFS curriculum. This involves guiding the children to develop sense of their physical world, as well as their community, through opportunities to explore, observe and find out about people, places, technology and the environment. They are assessed according to the Statutory framework for the early years foundation stage.

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. During Key Stage 1 pupils should 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. The specific

geographical locations selected for these comparisons will be selected to link to other areas of the curriculum to allow for cross-curricular work and development.

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 America countries, concentrating on their environmental regions, key physical and human characteristics, countries, 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.

They 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. As in Key Stage 1, the specific geographical locations selected for these comparisons will be 6 selected to link to other areas of the curriculum to

allow for cross-curricular work and development. In Key stage 2 human and physical geography 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 and inclusion

At Teagues Bridge Primary school, 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. Lessons are pitched at an age appropriate level and differentiated by support, activity and expected outcome to ensure all learners are included in all learning, allowing each and every learner to reach their maximum potential.