



Geography Policy

February 2026

Geography Policy

Geography Intent

The intent of the *Geography* curriculum at Ladywood is to encourage children to gain a deeper understanding of the Earth's key physical and human processes, through the progressive development of geographical skills and concepts. We want to inspire pupils with curiosity and fascination about the world and its people through practical experiences, which will strengthen their knowledge, understanding and skills. Through their work, children will learn about their own geographical areas and compare their life in this locality to other regions in the United Kingdom and the wider world.

Aims and Objectives

Geography is an essential part of the curriculum, it provides a means of 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. It contributes to the cultural, social, spiritual and moral life of children as they acquire knowledge of a range of different cultures and traditions, and learn tolerance and understanding of other people and environments. *Geography* is the subject in which pupils learn the skills of understanding a locality and how and where people fit into its overall structure. Developing geographical skills is essential as children live in a world that is wide open to them. With opportunities to travel and work in different cities and countries across the world, pupils need to be able to use maps, charts and other geographical data. The opportunities for the children to carry out geographical enquiry are also of value.

The teaching of *Geography* would be difficult without acknowledging the future of our planet. The *Geography* Curriculum places great importance on the interaction between the physical and the human environment. Many areas of study give opportunities to make children aware of these effects upon their surroundings, their own responsibilities and how they can contribute to improving the environment, however small that contribution might be.

The aims of *Geography* are to:

- stimulate children's interest in their surroundings and develop a knowledge and understanding of the physical and human processes which shape places;
- increase children's knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country;
- provide learning opportunities that enthuse, engage, and motivate children to learn and foster a sense of curiosity and wonder at the beauty of the world around them;
- encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means;
- make sense of their own surroundings through learning about their own locality and the interaction between people and the environment;
- develop the geographical skills, including how to use, draw and interpret maps of different scales, and the vocabulary necessary to carry out effective geographical enquiry;

- be able to apply map reading skills to globes and atlas maps and identify geographical features;
- formulate appropriate questions, develop research skills and evaluate material to inform opinions;
- enable children to work geographically in a range of appropriate contexts, using a variety of materials and equipment including other people's experiences and knowledge.

Teaching and Learning Style

We use a variety of teaching and learning styles in our Geography lessons. We believe in whole-class teaching methods and we combine these with enquiry-based research activities. We encourage children to ask as well as answer geographical questions. We offer them the opportunity to use a variety of data, such as maps, statistics, graphs, pictures, and aerial photographs, and we enable them to use IT in geography lessons where this serves to enhance their learning. Children take part in role-play and discussions, and they present reports to the rest of the class. Wherever possible, we involve the children in 'real' geographical activities, e.g. research of a local environmental problem or use of the internet to investigate a current issue.

We recognise the fact that there are children of widely different geographical abilities in all classes and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

We achieve this by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, some children not completing all tasks;
- grouping children by ability in the room and setting different tasks to each ability group;
- providing resources of different complexity according to the ability of the child;
- using classroom assistants to support the work of individual children or groups of children.

Implementation

Geography is a foundation subject in the National Curriculum. At Ladywood Primary School, we use the 2014 National Curriculum Programme of Study as the basis for our curriculum planning in geography.

We plan the topics in Geography so that they build on prior learning. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the scheme of work, we offer them an increasing challenge as they move up the school.

Early Years

Within the Early Years Foundation Stage, Geography is included as part of Knowledge and Understanding of the World. The children learn to investigate similarities and differences,

the local environment and cultures and beliefs, fostering the skills essential to developing historical understanding.

This is set out in the Early Year's Curriculum as children needing to:

- observe, find out about, and identify features in the place they live and the natural world;
- Begin to know about their own cultures and beliefs and those of other people;
- Find out about their environment, and talk about those features they like and dislike.

Key Stage 1

During Key Stage 1, pupils 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.

Key Stage 2

During Key Stage 2, pupils investigate a variety of people, places and environments in the United Kingdom and abroad, and start to make links between different places in the world. They find out how people impact the environment and how they are affected by it. Pupils carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions, and use geographical skills and resources, such as maps, atlases, aerial photographs and IT. They will acquire the appropriate practical skills associated with Geography, including using suitable vocabulary, fieldwork techniques and maps, plans and atlases. Pupils will use secondary sources of information with accuracy, including aerial photographs, satellite images, etc. As well as making its own distinctive contribution to the school curriculum, geography contributes to the wider aims of primary education. Teachers will ensure that links between subjects are maximised.

Contribution of Geography to Teaching in Other Curriculum Areas

English

Geography makes a significant contribution to the teaching of English in our school because it actively promotes the skills of reading, writing, speaking and listening. We ensure that some of the texts that we use in English lessons are geographical in nature. We organise debates on environmental issues because we believe that these develop speaking and listening skills. Reports, letters and recording information will all develop children's writing ability. We also use environmental issues as a way of developing the children's writing ability by asking them to record information and write reports and letters.

Mathematics

Geography in our school contributes to the teaching of mathematics in a variety of ways. The children study space, scale and distance and they learn how to use four- and six-figure grid references. They also use graphs to explore, analyse and illustrate a variety of data.

Computing

We make provision for the children to use IT in Geography lessons where appropriate. Children use IT to enhance their skills in data handling, research and in presenting written work. The children develop their geographical skills using Digimaps; they research information through the internet and we offer children the opportunity to use the digital camera or Ipad to record and use photographic images.

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.

Fieldwork

We believe that fieldwork is integral to good Geography teaching and each year group has at least one fieldwork experience. KS1 go out into the school grounds and the locality around the school. The fieldwork in KS2 takes the children beyond the immediate vicinity of the school and includes a residential visit.

Inclusion

We ensure that all pupils have access to the Geography curriculum, including trips and fieldwork through careful planning, selection of appropriate resources and support from KATAS and HLTAS in order to meet their particular needs. Alternative methods of responding and recording are planned where appropriate. Staff ensure that all children are challenged appropriately.

Impact

The assessment of children's work is on-going to ensure that the understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible, and marking work will be guided by the school's Marking Policy.

Teachers record the progress made by children against the learning objectives for their lessons. We make a judgement against the National Curriculum skills objectives or EYFS as appropriate. The teacher assesses the level that each child has reached, and then uses this information to plan future work for each child. This method of recording also enables the teacher to make a triannual assessment of progress for each child using the Tracker to monitor levels of achievement in line with 2014 National Curriculum requirements. Progress is reported annually to parents, and information passed on to the next teacher at the end of each year.

The Geography subject leader keeps evidence of a range of children's work in a portfolio. Standards are also monitored through the subject leader carrying out lesson observations, pupil interviews and discussions, and work scrutiny with class teachers.

Role of the coordinator

The coordinator is responsible for coordinating Geography throughout the school. This includes:

- taking the lead in the development, evaluation and amendment of schemes of work as and when necessary;
- identifying training needs of staff through monitoring and performance management review;
- acting as a consultant to colleagues on resources, fieldwork possibilities, curriculum changes and classroom teaching ideas;
- Monitoring and evaluating pupils' work, colleagues' planning and classroom teaching.

Role of the class teacher

The role of the class teacher is to:

- ensure progression in the acquisition of geographical skills with due regard to the National Curriculum for Geography;
- develop and update skills, knowledge and understanding of Geography;
- identify INSET needs in Geography and take advantage of training opportunities;
- keep appropriate on-going records;
- plan effectively for Geography, liaising with coordinator where necessary;
- inform parents of pupils progress, achievements and attainments.

Monitoring and Review

The 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 the teaching of Geography, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school.

Signed: Mrs N Rossell

Date: February 2026