St Mary's Catholic Primary Academy

Reflecting the love and faith of Mary in all that we do

Geography Policy

September 2026

Review Date	Changes Made	Reviewed By
July 2026	- Additional information added regarding assessment lessons in unit plans and how these should be used as well as exit checks to assess at the end of the lesson rather than feedback stickers.	Demmi Johnson

1. Intent

Geography allows children to ask and answer questions about the natural and human world. The subject also enables them to encounter different societies and cultures and encourages them to think about their rights and responsibilities towards other people. They look at places and environments throughout the world and learn a range of investigative skills both inside and outside the classroom.

It is the policy of the school that all children shall have access to a systematic program of geography topics, which will develop their knowledge, skills and concepts. Teaching will be in accordance with the Teaching and Learning Policy.

2. Implementation

Content

Teaching should ensure that 'geographical enquiry and skills' are used when developing 'knowledge and understanding of places, patterns and processes', and 'environmental change and sustainable development'.

These enquiry and skill objectives should be taken from the National Curriculum 2014.

These objectives should be taught following the key knowledge objectives outlined on the unit plans for each relevant half term.

Foundation Stage

The Foundation Stage provides opportunities for children to look at and learn about the world in which they live. These early experiences will include:

- an increasing awareness of their surroundings and developing an awareness of how the natural world changes
- being introduced to moral responsibility
- developing ideas of citizenship and challenging stereotypes

Key Stage 1

In key stage 1, pupils should be taught knowledge, skills and understanding (Appendix 2) through the study of two localities:

- Locational knowledge
- Name and locate the world's seven continents and five oceans.
- Name, locate and identify characteristics of the four countries and the 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 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, harbor 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 stage.

Use simple compass directions (North, South, East, West) and locational and directional language [for example 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 2

Locational 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 in 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 8 points of a compass, 4- and 6-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 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

b. Planning

Long-term planning

All Geography objectives are taught across a 2 year period.

Key knowledge objectives are systematically planned to ensure that each objective is met within the 2 year cycle and progression is clear across school within out threads.

Medium-term planning

For geography, unit plans have been created that include the key substantive and disciplinary knowledge that will be taught within each unit of work. These unit plans also include key vocabulary, an outline of the lesson plan and suggestions of activities with adaptions. Teachers will use these unit plans to inform their short term planning.

Short-term planning

Short term planning is the responsibility of individual teachers, who when using the medium term plans, will also take into account the needs of the children in their classes and the adaptations needed for these children.

3. Impact

We fully expect children to leave St. Mary's with a comprehensive understanding and appreciation of geography. We intent to provide children with the skills to independently ask questions about the world and be able to begin answering them. There should be evidence of this throughout a child's time here at St. Mary's and it should be clear in the progression of their work through the key stages.

4. Assessment

Children will be assessed largely on class teacher judgement and via resources within the lessons. By referencing the knowledge organisers, teaching staff will be able to assess the child's progress against the NC curriculum objectives.

Children's understanding will be assessed through Flashback 4 at the beginning of each lesson.

After the end of the lesson all children will take part in a quick exit check with the class teacher to check the key knowledge from that lesson. The teacher will also think about possible misconceptions from that lesson and check these in the exit check and address misconceptions then as well as adding these to flashback 4 for next lesson.

Teachers also complete an assessment lesson within each geography unit, this does not have to be the final lesson or week, it can be within the unit plan should the teacher recognize misconceptions and gaps in knowledge. It can be used as an opportunity to recap the key knowledge, go deeper or address and misconceptions that arose within the lessons.

Ongoing assessment also includes:

- Observing children at work, individually, in pairs, in a group, and in classes
- Questioning, talking and listening to children

- Recall of key facts based on our key images and key vocabulary from our knowledge organisers.

5. Inclusion

All children will be given equal access to geography irrespective of race, gender, creed, ability or social circumstance.

• Teaching and learning methodologies will be consistently and continually reviewed so that no child is disadvantaged.

• Teachers will differentiate tasks according to the capabilities of children in their care, but at the same time provide opportunities for them to work with others of varying abilities.

• The programs of study will be adapted to enable children with educational needs to show attainment in the strands accessible to them.

• Children who show a particular interest are encouraged to develop their own lines of enquiry.

6. Monitoring and reviewing of subject and policy

The geography lead for the school is responsible for:

• Advising and assisting colleagues in their classes with planning, teaching and assessing.

• Attending relevant in service training.

• Observing the teaching of geography within the 'Creative Curriculum' framework.

• Producing and renewing policy.

• Recommending, ordering, cataloguing and monitoring resources.

The document will be reviewed annually and is available through the headteacher or on public server/teacher resources/policies.