



## Geography Policy

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Policy Lead: C. Layhe-Humphreys

Email address: [clayhehumphreys@matlockbath.derbyshire.sch.uk](mailto:clayhehumphreys@matlockbath.derbyshire.sch.uk)

Link Governor: Rob Burton

"Let us run the race before us and never give up"

Hebrews 12.1

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 use efficiently 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.

#### **Aims:**

The national curriculum for Geography aims:

- To stimulate children's interest in their surroundings and develop a knowledge and understanding of the physical and human processes which shape places.
- To 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.
- To 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.
- To encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means.
- To make sense of their own surroundings through learning about their own locality and the interaction between people and the environment.
- To 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.
- To be able to apply map reading skills to globes and atlas maps and identify geographical features.

- To formulate appropriate questions, develop research skills and evaluate material to inform opinions.
- To 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.

## **Geography and the National Curriculum**

At Matlock Bath Holy Trinity C of E Primary School we base our teaching on the National Curriculum Programmes of Study and this is particularly helpful with ensuring that there is continuity and progression.

The National Curriculum document for Geography sets out a clear, full and statutory requirement for all children. It determines the content of what will be taught, and sets attainment targets for learning. The programmes of study set out what should be taught at Key Stage 1 and 2 and The Foundation Stage programmes of study for Understanding of the World are set out in the EYFS.

The children undertake a broad and balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. Through Geography the children learn a range of skills, concepts, attitudes and methods of working.

## **Organisation**

### **Foundation Stage**

Children enter our Reception class in the September after their fourth birthday. The EYFS in Reception sets out the learning objectives for the seven areas of learning:

Physical Development	Understanding of the World
Expressive Arts and Design	Communication and Language.
Personal, Social and Emotional Development	Mathematics
Literacy	

The EYFS aims to give the children knowledge and skills so they can begin the National Curriculum.

Geography is taught in reception as an integral part of the topic work covered during the year. We relate the geographical aspects of the children's work to the objectives set out in the Early Years curriculum which underpin the planning for children aged three to five. Geography makes a significant contribution to the Early Learning Goal (ELG) objectives of developing a child's understanding of the world through activities such as finding out about different places and habitats and investigating our locality.

### **Key Stage 1**

At Matlock Bath Holy Trinity CofE Primary School Geography is taught as a discrete lesson and as part of cross-curricular themes when appropriate.

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.

### **The Geography programme of study for Key Stage 1**

Pupils should be taught to:

#### **Locational 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 [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**

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 affect 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 ICT. Children will develop geographical enquiry skills, including asking geographical questions, collecting and recording information and identifying different views. 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.

## **The Geography programme of study for Key Stage 2**

Pupils should be taught to:

### **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 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, 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.

**See the national curriculum document for the full programme of study that the school will follow.**

## **SMSC**

**Spiritual development:** Through helping pupils to recognise the beauty and diversity of the world. A geographical awareness helps children understand their place in the world. Geography provides opportunities for children to learn about sites of wonder, or physical features that they might wish to visit in the future, for example the Grand Canyon.

## **Moral development**

Through helping pupils to reflect on how the environment is affected by decisions made by people, so that the children can make informed choices in the future. Through discussion, the children learn to appreciate the moral dilemmas posed by introducing changes to the environment (for example, building a motorway) and the effects this can have on the surrounding area.

## **Social development**

Through helping pupils to understand the need to consider the views of others when discussing localities, settlements and the environment. Work on a locality in a less economically developed country provides an opportunity to discuss social issues. Fieldwork encourages collaborative projects, making the most of different strengths and interests within a team.

## **Cultural development**

By exploring different settlements, the children can gain knowledge of different cultures, learning tolerance and understanding of their diversity.

## **Assessment**

Assessment in Geography is based upon knowledge and understanding, rather than achievement in English or Mathematics. In the Foundation Stage we assess children's knowledge and understanding according to the EYFS

Learning and Development Stages. In KS1 and KS2 we use a range of assessment materials to ensure that children are making appropriate progress, including assessment tasks. Pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

All staff strive to ensure that our children reach their full potential in Geography and that they understand and enjoy their experiences. Our SENDCo ensuring that these children follow the National Curriculum Programmes of Study through work schemes that promote the child's development and self-esteem will monitor children with special educational needs.

At Matlock Bath Holy Trinity CofE Primary School assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate learning. The assessment of children's work is on-going to ensure that 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 Feedback and Marking Policy.

#### **Assessment should:**

Be formative and summative	Form the basis for reporting to
Be used to inform the teacher for	parents
future planning	Be based on observation,
Promote continuity and	participation and written
progression	outcomes

#### **Recording**

Children's recording will take many forms according to the nature of the activity:

Verbal	Written
Pictorial	Symbolic
Diagrammatic	I.C.T.
Graphical	Photos

#### **Classroom Organisation**

Ability groups	Ability partners
Mixed ability groups	Individuals

Mixed ability partners

Whole class  
groups

Children will be grouped as appropriate for the task in order to encourage flexibility.

Geography provides wider experiences and the children will be given the opportunity to go on a variety of educational visits to support and deepen their understanding further.

At Matlock Bath Holy Trinity CofE Primary School Geography is taught through a topic approach over a 3 or 4 year programme (depending on the Key Stage - 3 years KS1, 4 years KS2). Our long-term and medium-term plans map out the skills and themes covered each term for each key stage. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term.

### **The Role of the Geography Co-ordinator:**

- To review changes to the National Curriculum requirements and advise on their implementation.
- Attend relevant CPD courses for Geography as appropriate in line with the School Development plan.
- Arrange staff meetings to discuss the Geographical aspects of the themes contained in the school's current scheme of work and how these might be presented in the classroom.
- Carry out an annual audit of the school's Geography resources, and operate an efficient storage system for these resources to ensure that our children can learn effectively in and through Geography.
- Liaise with the school's SENDCo regarding the progress of individuals and groups of children.
- Collate 'End of topic Assessments' and 'End of Key stage Assessments' and set new priorities for development of Geography in subsequent years.
- Monitor the learning and teaching in Geography and provide support for staff when necessary.
- Take a lead role in organising Geography events in school in line with LA and national initiatives.
- Endeavour to involve parents/ carers in their children's learning in and through Geography.

The policy will be reviewed again in September 2026