Kings Meadow Primary School

Geography Policy

1. INTRODUCTION

This document is one of a series that make up the whole CRACKING Curriculum statement for the school. It states the school philosophy about the contribution which geography makes to our pupils' education and the way in which the National Curriculum and geography are delivered in practice. In effect it is an expanded policy statement and together with the long, medium- and short-term thematic planning constitutes the school scheme of work.

2. INTENT

Why is Geography important:

Geography helps us to make sense of the world around us, better understand the places we live in, learn about and visit, why they matter and how they are connected to a globalised world.
Through geography, we encounter different societies and cultures and learn to appreciate the incredible diversity of landscapes and peoples.
In geography, we face questions of what it means to live sustainably in an interdependent world and learn to value and care for the planet and all its inhabitants.

At Kings Meadow we believe that:

- Geography develops pupils' understanding and appreciation of places and their importance to us, of our impact on them and how we can manage and develop them sustainably.
- The geography that children learn is brought `alive' for them through investigating and asking questions about the world.
- Geography develops pupils' role as stewards of Planet Earth, at local, national and global scale.
- Pupils' geographical understanding helps them make sense of the world and prepares them to play an active role as informed, responsible citizens.
- Geography is a key subject to engage pupils' creative and critical thinking about change, both locally and globally, and the implications for the future.
- Geography provides pupils with a range of vocabulary to describe the features of the environment and the processes that shape it.

Through our **CRACKING curriculum**, it is our intention that children build their geographical knowledge and understanding step by step within each phase. We want pupils to develop curiosity about the world around them, deepen their awareness of places and environments, and gain a clear understanding of the physical and human processes that shape them.

- **Sand Lizards (Year 1 & 2):** Exploring the local area and making connections with the wider UK
- **Red Squirrels (Year 3 & 4):** Making connections between the UK and Europe
- **Seagulls (Year 5 & 6):** Exploring global connections and developing a sense of responsibility towards the world

Sand Lizards (KS1)

In this phase, children build upon their early experiences by exploring their local area in greater depth, developing an understanding of human and physical features and how they shape the environment. They learn about the four seasons and begin to identify weather patterns in the UK, making simple observations and comparisons. Their knowledge of the UK expands as they learn to name and locate the four countries, capital cities, and surrounding seas. Children are introduced to the use of simple maps, aerial photographs, and fieldwork, giving them opportunities to observe, record, and describe their environment in increasingly structured ways. They also begin to look beyond their immediate surroundings, comparing their locality to a contrasting non-European country, which broadens their understanding of diversity in the wider world. Throughout this stage, pupils develop and use basic geographical vocabulary, enabling them to describe landscapes, places, and spatial relationships with increasing confidence.

Red Squirrels (LKS2)

In Lower Key Stage 2, children extend their geographical knowledge to include a broader view of the world. They locate continents, countries, and major cities, while also studying regions of the UK and Europe in more detail. Comparisons between places become more sophisticated, with children considering both human and physical features. Map skills progress as pupils use atlases, globes, digital mapping, and four-figure grid references to locate and describe places with accuracy. Fieldwork continues to play an important role, with children observing, measuring, and recording geographical information in their local environment. This stage is about broadening horizons and strengthening the skills needed to analyse and interpret geographical information.

Seagulls (UKS2)

In this phase, pupils develop a more global perspective. They investigate human geography through themes such as Ainsdale on Sea, while also exploring physical geography in greater depth through topics such as the Water Cycle and Natural Disasters. By this stage, pupils consolidate their understanding of locational knowledge by using terms such as latitude, longitude, hemispheres, and time zones. Their mapping skills become more advanced, as they

work confidently with atlases, digital tools, and six-figure grid references. In addition, pupils explore sustainability and the impact of human activity on the environment, encouraging them to think critically about their own responsibilities as global citizens. By the end of Year 6, pupils are well-prepared for the challenges of secondary geography, equipped with curiosity, knowledge, and a growing sense of responsibility towards the world.

3. IMPLEMENTATION

When is geography taught:

Geography is taught through thematic units. The attached overview (Appendix 1) maps out which thematic units feature this subject and the Long-Term Plan (Appendix 2) clearly shows the objectives taught.

How is geography taught:

Geography is taught through a combination of subject knowledge, geographical skills, enquiry and fieldwork. Learning takes place both inside and outside the classroom.

Resources:

Resources for each area of study are kept in an 'Historical Thematic Resource Box' located in the Resource Room or within the relevant classrooms.

Adaptive Teaching:

Adaptive teaching in geography involves tailoring lessons to meet the diverse learning needs and abilities of all our pupils, including those with Special Educational Needs (SEND) and the More Able. For example, when exploring geographical topics such as climate, land use, or global trade, teachers may provide a range of resources, such as maps, satellite images, videos, or practical fieldwork opportunities, to support different learning styles. Pupils who grasp geographical concepts quickly can be challenged with tasks involving data interpretation, comparative analysis, or independent research, while others might benefit from scaffolded activities, simplified texts, or targeted support in small groups. Teachers also offer varied ways for pupils to demonstrate their understanding, including creating models, presenting findings, or contributing to group discussions. By adopting flexible, inclusive approaches, adaptive teaching in geography ensures that all children can access and engage meaningfully with the subject, building their curiosity about the world and fostering a sense of place and global awareness.

Oracy in Geography:

Oracy, the ability to speak fluently, confidently, and thoughtfully, is a key element of our geography teaching. We encourage pupils to express their ideas through class discussions, group work, and geographical enquiries. Whether debating environmental issues, explaining

the impact of physical features on human activity, or presenting findings from fieldwork, pupils are given regular opportunities to articulate their thinking. Through oracy, children learn to ask geographical questions, use subject-specific vocabulary, and justify their opinions with evidence. These speaking and listening activities help pupils build their confidence, develop their reasoning skills, and deepen their understanding of geographical concepts. Integrating oracy into geography lessons not only supports communication but also enhances pupils' ability to make connections between places, processes, and people across different scales.

4. IMPACT

In order to measure the impact of our teaching and learning, planning and work audits are carried out by the subject leader ensuring coverage and development of skills in line with specific year group expectations. Class teachers also assess children's understanding and skills through observation and discussion of their work (Pupil Voice). In Key Stage 2 the children are also involved in self-evaluating their learning.

Work is marked thoroughly in line with the school's Marking Policy.

Formative and summative assessment are used to track children's learning against the statutory objectives and progress against the expectations are recorded on 'Insight Assessment'.

In order to ensure continued improvement in the teaching and learning of geography, the subject leader is responsible for supporting colleagues in the teaching of geography by informing them of current developments in the subject and by providing a strategic lead and direction for the subject in school. The subject leader is also responsible for evaluating strengths and weaknesses in the subject and identifying areas for improvement and development.

Reviewed	September 2025
Approved by Governing Body	October 2025
Next Review	September 2028 or sooner if required.