



Spindle Point Primary School

Geography Policy

Prepared by Zoe Newby

Date policy presented to governors: Autumn term 2025

Date for review: Autumn term 2026

Policy to be read alongside the Curriculum Policy, Assessment Policy, EYFS Policy, Learning Environment Policy, Teaching and Learning Policy, Marking Policy, Handwriting Policy

Intent

Geography at Spindle Point Primary School is designed to allow our children the most successful learning opportunity, continually building upon previous years' learning through chronological ordering of the key concepts covered. It explores places, space, scale, interconnections, physical and human processes, environmental impact, sustainable development and cultural awareness and diversity. It consistently brings important knowledge to the forefront of children's minds, starting with their local area – a concept which they can relate to as it is visible in their everyday life - and building up to a more abstract view through knowledge of the wider world and its developments from the past, current and in the future. It does this by providing the children with the knowledge and skills to become independent geographers, which they develop in more detail across each Key Stage of their primary school journey (EYFS, KS1, LKS2 and UKS2).

Our school is a happy, vibrant place to learn, and this is reflected within the geography curriculum through opportunities for drama, singing, active and outdoor learning. The geography curriculum supports the school mission statement by allowing the children to aim high, build their confidence and show compassion for all through active participation as well as time to reflect upon their learning of the subject and its relationship with the world in which we are responsible for. Encompassing SMSC throughout, it encourages the children to become compassionate citizens who play an active part in celebrating the development of sustainability and their impact upon the globe as their home. It prepares the children for future career opportunities and ways in which they can make important changes which impact positively upon themselves and others.

Throughout their years at Spindle Point, there are opportunities for the children to explore geography within their local area and how this has developed over time to become a successful, thriving community. Special WOW events allow the children to study places across the world and important geographical events which have happened, which fall outside of the curriculum specifications but are important events which may have impacted on the children's families within previous generations or may pose a risk to their own families in the future.

Legal Framework

This Policy will have regard to the following statutory and non-statutory guidance:

- Geography programmes of study: key stages 1 and 2 – September 2014.
- EYFS will follow the Early Years Framework - Knowledge and Understanding of the World

Roles and responsibilities

The Geography Coordinator is responsible for:

- Developing and resourcing the Geography Curriculum at Spindle Point
- Reviewing the school's Geography Policy.

- Monitoring teaching, learning and assessment of Geography by meeting with children and staff and by monitoring books and Learning Journeys throughout the academic year to review and evaluate the geography work undertaken throughout the school.
- Keeping staff informed of visits and courses available.
- Keeping up-to-date with current affairs and best practice regarding geography.
- Providing guidance including INSET training to staff, if needed, as part of their ongoing professional development.
- Celebrating and promoting the geography curriculum and the work of pupils, throughout the school.

Implementation

Geography at Spindle Point Primary School is delivered as a stand-alone subject but where links across the curriculum can be made, these are used to allow the children to deepen their learning of the knowledge and skills taught through geography, therefore making learning more memorable to everyone. It will incorporate opportunities for outdoor learning and philosophical discussion as well as time for the children to demonstrate their learning through the design and creation of independent enquiry projects. This allows children to develop skills for life as well as knowledge and understanding of the world, linked directly to geography. It will be vocabulary rich, focussing on subject specific vocabulary as well as vocabulary which may be used in a multi-contextualised way. This will be enhanced through the use of knowledge organisers, which are bespoke to our curriculum. These will be used within classroom learning as well as being shared at home, allowing children to talk about their learning with other adults away from the school setting and strengthening their schema.

Our curriculum aims to develop young geographers through a series of subject milestones. Staff will challenge all children to reach these throughout their journey at Spindle Point, either independently or with some levels of support. Opportunities for challenge will be available to children who wish to develop their learning further as well as support available for those who are not meeting these goals.

The aims of the geography curriculum are to ensure pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

National Curriculum - Geography subject content:

Key Stage 1:

Pupils should develop knowledge about the world, the United Kingdom and their locality. 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.

Pupils should be taught to:

Locational knowledge

- name and locate the world's 7 continents and 5 oceans.
- name, locate and identify characteristics of the 4 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:

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

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 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.

Impact

The impact of our curriculum at Spindle Point Primary will be that children will know and will confidently explain the reasons why we study geography. They will recognise its importance within everyday life now and how the world in which we belong is constantly changing because of it. As young geographers, the children will be equipped with knowledge and skills which will allow them to function successfully in their next stages of education, as well as allowing them to make informed decisions about the way they live and function in their world. This will also feed into our school Global Strategy.

Throughout the year, the geography coordinator will monitor the implementation and impact of Geography at Spindle Point Primary through various methods. These will include:

- Monitoring of both workbooks and learning journey books
- Learning walks and lesson observations
- Staff questionnaires
- Pupil voice questionnaires
- Termly assessment data against the vocabulary and key questions tasks.

The Geography Coordinator will ensure that assessment:

- Is embedded as an essential part of teaching and learning.
- Aims to help pupils to know and recognise the standards they are aiming for.
- Provides subject specific feedback which leads pupils to recognising their next steps and how to take them.
- Involves staff reviewing and reflecting on assessment data.
- Is recorded in both children's workbooks and in Learning Journeys.
- Provides stretch and challenge for all pupils.

Differentiation - All staff at Spindle Point recognise the fact that in all geography lessons there are children with a variety of abilities, and we seek to provide suitable learning opportunities for all pupils by matching the scaffolding of the task to the ability and/or needs of the child.