GEOGRAPHY POLICY

Approved by:	**Castlefort Governing Body**	**Date: September 2026**
Signed by:	**Chair of the Governing Body**	
Last reviewed on:	**September 2025**	
Next review due by:	**September 2027**	

Aims and objectives

At Castlefort Academy, we are committed to providing all children with learning opportunities to engage in geography. We believe 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 teaches an understanding of places and environments. Through their work in geography, children will learn about their local area, and they compare their life in this area with that in other regions in the United Kingdom and in the rest of the world. They learn how to draw and interpret maps, and they develop the skills of research, investigation, analysis and problem solving. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures. Geography teaching also motivates children to find out about the physical world, and enables them to recognise the importance of sustainable development for the future of mankind.

The aims of our geography curriculum are to enable children to:

- Recognise the countries that make up the UK.
- Name and locate the seven continents and oceans around the world.
- Recognise key physical and human features within different locations.
- Understand the role of the equator and how different climates are found.
- Compare our local environment with other environments around the world.
- Read and construct maps and atlases, including using grid references to locate specific landmarks.
- Use geographic terms to describe direction and movement.

Teaching and learning in geography in EYFS

Early Years explore geographical themes in line with the EYFS framework. Children are guided to develop a sense of their physical world, as well as their community, though opportunities to explore, observe and find out about people, places and the environment. The key knowledge and skills in Reception provide the foundation to build on those identified at the end of milestone 1.

Teaching and Learning in Key Stages 1 & 2

During Key Stage 1 pupils will investigate their local area, as well as beginning to learn about the wider world. They 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 and photographs.

During Key Stage 1 pupils should develop knowledge about the world, the United Kingdom and their local area. 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.

Children will develop their **locational knowledge**; they will learn to name and locate the world's seven continents and five oceans. In addition, they will learn to name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

They will also develop a greater **understanding of place** by comparing the geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom with a small area in a contrasting non-European country.

In addition to developing children's locational and place knowledge, they will have the opportunity to learn about **human and physical geography.** During this study, they will 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. They will also begin to use geographical vocabulary to refer to key physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather) and key human features (city, town, village, factory, farm, house, office, port, harbour and shops.)

Children will develop **geographical skills and fieldwork skills** through these three areas of study where they learn to use world maps, atlases and globes; simple compass directions; aerial photographs and plan perspectives to recognise landmarks and basic human and physical features and to use simple fieldwork and observational skills to study the geography of their local area. As a school, we subscribe to Oddizzi which specialise in Geographical resources with a focus on fieldwork skills.

During Key Stage 2 pupils extend and develop their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America; studying the location and characteristics of a range of the world's most significant human and physical features. They continue to develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

They extend their **locational knowledge** when they learn to locate and name European countries as well as North and South America countries, concentrating on their environmental regions, key physical and human characteristics, countries and majexec cities. In addition to this, they extend their locational knowledge to be able to name and locate counties and cities of the United Kingdom, describing key geographical regions, human and physical characteristics, key topographical features and land use patterns, This is further extended to identify the position and significance of latitude, longitude, the Equator, the Northern and Southern Hemispheres, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circle and the Greenwich Meridian and time zones.

They will build on their **understanding of place** by comparing the geographical similarities and differences through studying the 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. volcanoes and earthquakes, and the water cycle) and human geography (learning about types of settlement and land use, economic activity and the distribution of natural resources including energy, food, minerals and water.)

Children will continue to develop **geographical skills and fieldwork skills,** through these three areas of study, where they learn to use maps, atlases and globes; eight-point compass directions; four and six-figure grid references, symbols and keys and the Ordnance Survey maps. They will also 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 (Digi Maps, VR sets).

Geography Curriculum Planning

Within the academic year, children study geography in blocks, as outlined in the overall curriculum framework overview. This allows children to enhance their geographical knowledge and develop their geographical skills through focused learning, throughout the duration of each block. This model also promotes the achievement of a greater depth of understanding by the end of a unit.

Our geography curriculum is mapped to ensure alignment with the National Curriculum content and programme of study. Key knowledge and skills relate directly, and build towards the achievement of the end of key stage 'milestones', informed by the KS1 and 2 National Curriculum statements for; **Local knowledge, Place knowledge, Human and Physical Geography** and **Geographical skills and fieldwork.**

As part of the introduction to each new geographical topic, teachers review what the children know already and identify what children would like to learn, to inform the programme of study so that it takes account of children's interests. A working wall will be used to support and celebrate learning throughout each unit of work and this will also be used to support the acquisition of key knowledge and the accurate use of key vocabulary.

In each lesson, children are guided towards the learning outcome through the use of success criteria. The learning outcome and success criteria are shared at the beginning of the lesson and reviewed by children at the end. They are subsequently used by the teacher during the assessment and review of children's work and are used to identify individual target areas.

Learning outside the classroom is a key feature of geography lessons and specific activities are mapped and planned.

There are progressive throughout the school and support the geographical skills and fieldwork strand.

Lessons are planned to ensure that key knowledge is developed over time, over the course of each geography block and in the correct sequence. Key knowledge is reviewed by the children and rigorously checked and consolidated by the teacher at the end of each unit of work as part of the school's assessment of geography. Lessons within each unit are also planned to ensure the systematic development of the key identified skills across the school.

Cross-curricular links

At Castlefort, the core subjects are taught in discrete allotted times on the timetable, however we know that there are links to other subjects, where appropriate.

Maths
The use of maps and atlases ties in well with the teaching of coordinates and translation during maths lessons. Children are taught how to read coordinates to find positions on graphs as well as using translation to show direction and movement. This is a crucial skill to then be able to read maps and use grid references to plot points and recognise the position of locations and landmarks. The skill of reading graphs and tables is also used in geography when researching different areas and countries.

English
Geography has an important link to English as a lot of the texts that children read over their school life-time are set in different locations around the world or involve some form of travel. It is therefore important for children to have a base knowledge of a variety of key places around the globe to understand the book more fully. The use for discussion in geography is also used to build confidence in speaking and listening and can help to form balanced arguments and an understanding of perspective and empathy. Children can also improve their writing skills with links to geography, particularly of non-fiction texts, by writing reports and fact files about given locations.

Science
Geography and science have certain cross over areas where a knowledge of one subject is key in helping the children to progress in the other. The water cycle can be used as a real life example as to how materials can change state due to changes in environment and temperature. The teaching of how we get day and night also has a direct link to planets and space. Another common theme is investigating different environments and habitats around the globe and the impact that we as humans have on the environment.

Computing
Geography is a subject that can have a lot of computing links within it. Children are often asked to research specific places and create reports and fact files to show what they have found. Within this the children are taught how to search the internet safely and how to find exact results to relate to their topic by using Ipads and laptops. Children can also be taught how to use programmes such as google maps to enhance their location skills. Street view can also be used to see first-hand what a location currently looks like and this can be compared to our local area.

Inclusion

All pupils are entitled to access the geography curriculum at a level appropriate to their needs.

To ensure inclusion, teachers use a range of strategies in line with the school's inclusion plan. Independent tasks, as well as teaching, are also well-adapted to ensure an appropriate level of challenge. The school makes full use of additional adults who are deployed effectively to ensure that identified children are able to make progress in each curriculum area, according to their full potential.

Assessment and Recording

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Assessment is supported by use of the following strategies:

- Observing children at work, individually, in pairs, in a group and in class during whole class teaching.
- Using differentiated, open-ended questions that require children to explain and unpick their understanding.
- Providing effective feedback, including interactive marking and questioning where appropriate, to engage children with their learning and to provide opportunities for self-assessment, consolidation, depth and target setting.
- Book moderation and monitoring of outcomes of work, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners (with the acquisition of the pre-identified key knowledge of each topic being evidenced through the outcomes).
- Use of the 'what I know already, what I want to know and what I have learnt' strategy throughout a unit, alongside specific and measureable learning outcomes for each lesson.
- Child and teacher review of both the agreed success criteria at the end of each lesson and the key knowledge at the end of each unit, to inform focused consolidation where this is necessary.

Records of progress in Geography:

- Each child from Year 1-6 has a geography book.
- At the start of each unit is a big picture sheet with the learning objectives.
- At the end of each topic the children complete quizzes and/or a double-page spread (essay) to show their knowledge and understanding of what has been taught.

Resources

We have a range of resources to aid the teaching of geography at Castlefort. We have a variety of atlases, maps and geography-related text books found in the school library. This year we will introduce the use of VR sets to widen and deepen the knowledge and experiences for our children We also have some more topic specific resources – artefacts, photographs etc. Any requests for new resources are sent by staff to the geography leader.

Subject Monitoring- roles and responsibilities

The subject leader's responsibilities are:

- To ensure a high profile of the subject.
- To ensure a full range of relevant and effective resources are available to enhance and support learning.
- To ensure progression of the key knowledge and skills identified within each unit and that these are integral to the programme of study and secure at the end of each milestone.
- To monitor books and ensure that key knowledge is evidenced in outcomes, alongside and supported by SLT.
- To monitor planning and oversee the teaching of geography.
- To lead further improvement in, and development of, the subject as informed by effective subject overview.
- To ensure that the geography curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment.

- To ensure that the geography curriculum takes account of the school's context, promotes children's pride in the local area and provides access to positive role models to enhance the geography curriculum.
- To ensure that approaches are informed by and in line with current identifies good practice and pedagogy; to attend regular opportunities for CPD.
- To establish and maintain existing links with external agencies and individuals with specialist expertise to enrich teaching and learning in geography.