GEOGRAPHY POLICY

BUTTSBURY
PRIMARY SCHOOL
AN ACADEMY SCHOOL

Approved by:	Headteacher
Last reviewed on:	Summer 2026
Next review due by:	Summer 2029

Curriculum Intent

At Buttsbury Primary School the intent of our Geography curriculum is to inspire our pupils to become curious about the world and think like a geographer. In EYFS and KS1, the range of rich and vibrant opportunities we offer allow the children to develop their awareness of where they live, in comparison to other places around the world. In KS2, the children have opportunities to learn about the wider world and its human and physical processes through a range of engaging, creative and ambitious lessons, including the development of field study skills. It is important for all children to have strong geographical knowledge which they can develop and apply to their local surroundings and beyond.

Curriculum Implementation

Units of learning are blocked, well sequenced and build on previous learning. Lessons ensure that progress is achieved through small steps, allowing children to develop their subject knowledge, consolidate skills and apply their learning. Strands in Geography include: Locational Knowledge, Place Knowledge, Human and Physical Features, Geographical Skills and Fieldwork.

At Buttsbury Primary school, Geography lessons may include:

- A range of practical hands-on, computer-based and collaborative tasks
- Learning about our local area
- Elements of geographical skills and fieldwork
- Measuring data using a range of methods
- Developing the use of maps, globes and aerial photographs
- Use of the classroom display and brain busters to promote deep learning
- Development and application of map skills
- Making comparisons between the landscapes of our local area, surrounding areas and the rest of the world
- Looking at case studies
- Understanding physical geography and the impact it has on human geography
- An awareness of continents, key countries and capital cities from across the world - being able to locate the Northern and Southern Hemisphere

Curriculum Impact

Our curriculum encourages all pupils to achieve their maximum potential. By learning about the wider world, compared to where they live, we give our children the chance to become inspired geographers with respect and appreciation for the world around them. By learning about the wider world, along with their local area, the children are given the chance to expand their geographical knowledge and understanding of both human and physical processes.

With a range of skills that they can build on throughout their primary school education, our Geography curriculum ensures that the children can apply what they have learnt to the next stage in their learning.

As a result of our Geography curriculum, children are equipped with the necessary knowledge and skills for the next stage of their education at secondary school.

Early Years Foundation Stage (EYFS)

During the Early Years Foundation Stage, young children are given opportunities to develop their geographical skills within the Early Learning Goals for Understanding the World. The children will be guided to make sense of their physical world and their community. They will listen to a broad selection of stories, non-fiction, rhymes and poems that will foster their understanding of our diverse world.

Geography in relation to the National Curriculum

At Buttsbury Primary School our Geography provision is based on the National Curriculum 2014.

The curriculum is organised to ensure that children's experience of Geography is developed through activities that bring together requirements from the Key Stage 1 and Key Stage 2 programme of study (locational knowledge, place knowledge, human and physical geography and geographical skills and fieldwork).

In 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.

In 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.

Mastery

Effective mastery in Geography enables children to be able to make comparisons, showing their understanding of geographical similarities and differences through the study of the human and physical world.

Higher order questioning during lessons ensures that pupils can reflect on prior knowledge so they have the opportunity to apply their understanding between the units of study.

The use of high-quality resources such as GIS, atlases, Ordnance Survey maps and photos are used to stimulate curiosity and deep thinking ideas so that all children can access mastery activities. Children will be given opportunities to apply their knowledge through decision-making activities e.g. in the creation of maps, understanding viewpoints and justifying decisions.

Children ask their own deep-thinking questions and are given time to contribute to peer discussions and debates taking into consideration factors such as spatial, economic, environmental and social implications.

As a result of this, pupils will have a deep understanding of the world around them.

Planning of Geography

Geography planning is based on the National Curriculum and the Kapow Scheme of Work (in Key Stage 1).

Relationships with other subjects

Children are given opportunities, where appropriate, to develop and apply their geography skills - particularly for listening, collecting and recording data and making comparisons. Wherever possible, links are made to other subject areas.

Links with English:

Examples of geographical activities and tasks which support the development of *Literacy*:

- Listening skills: listening to other children's opinions about a place in the world
- Comprehension: using an atlas and locating the relevant information using the contents page
- Speaking: developing the ability to compare the similarities and differences of places in the world
- Characterisation of a plot: reading stories from around the world to explore other cultures

Links with Mathematics:

Examples of geographical activities and tasks which support the development of *Maths:*

- Recording data: collecting data and recording in a variety of ways, for example a bar chart
- Directions: use of directional language and compass directions
- Symbols: recognising and using symbols on simple maps

Inclusion:

In every lesson, children are given a main challenge. A scaffold is always available to support all children in accessing the learning in order that they can complete the main challenge. An extension task is provided to deepen the learning for those excelling in that lesson. Where children need additional help to access the learning, a bespoke scaffold is provided. As a result, there will be opportunities in Geography for all children to both practise skills and extend their Geographical knowledge. There will be equal access to all lessons.

Progression

The Geography progression document at Buttsbury Primary School ensures that all aspects of Geography are introduced in line with the Early Years Framework and the National Curriculum thus resulting in successful mastery at the end of KS2.

Assessment

Assessment practices at Buttsbury Primary School provide a clear framework for delivering a high-quality Geography curriculum and ensuring consistent and effective assessment practices to support pupil progress and achievement. They include:

Assessment and Recording

Recording children's geographical achievements and progress can be accomplished in a variety of ways:

- Visual recordings – photographs of practical activities
- Evidence in books
- Pupil voice – children can talk about their learning in Geography
- AFL during lessons
- Data drops twice a year to assess where the children are currently working at
- Subject leader monitoring
- Children's progress in Reception is measured against descriptions in the Early Learning Goals
- Use of the skills tracker to identify fieldwork skills achieved

Role of the Geography Subject Leaders

The Geography Subject Leaders will:

- Monitor policy and teaching and learning in Geography
- Provide assistance to all staff when requested, in order to implement the Geography policy consistently throughout the school
- Organise resources to support the school Geography policy and teachings
- Co-ordinate purchasing, organisation and distribution of resources
- Arrange in-service support
- Liaise with outside agencies, other schools and colleagues