

Geography Policy

Bushmead Primary School

July 2025



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1. Aims

At Bushmead Primary school, geography is an integral part of the curriculum which is embedded into many aspects of learning. We aim to:

- Provide a range of geographical experiences both in and out of the classroom to support children in applying their skills and knowledge that they have learnt.
- Foster a sense of awe and wonder about our world and encourage curiosity.
- Develop a sense of place.
- Develop geographical vocabulary.
- Develop geographical skills by asking questions, interpreting information, researching, data handling, presenting findings, drawing conclusions.
- Become familiar with their own locality (St Neots) and compare to other places by appreciating similarities and differences.
- Understand the difference between human and physical geography and understand the geographical processes within human and physical geography as well as how they can interconnect.
- Being aware of and respecting other places.
- Develop a sense of responsibility to care for the earth and its people.
- Encourage pupils to value social and cultural diversity through geographical learning.

2. Legislation and guidance

High quality geography teaching intrinsically links to and enhances all areas of learning. Children should be given the opportunity to learn through direct teaching as well as applying their skills through independent enquiry. Teachers should impart knowledge, lead activities, monitor and develop progress, encourage development and ensure that each child reaches an appropriate standard. Children should be taught: Locational knowledge, place knowledge, human and physical geography and geographical skills. Long, medium- and short-term planning embraces the National Curriculum and ensures cross curricular links by linking to the year group's overarching topic. These plans can be found on staff share. Teachers should always ensure that issues of Health and Safety are addressed in the planning and delivery of the geography curriculum.

2.1 Early Years Foundation Stage

The geography curriculum is taught throughout the child's time in EYFS through specific planned sessions as well as in-the-moment teaching. This learning occurs holistically through discussions with adults and peers as well as learning and exploring within their play by drawing on their experiences. Adults should support children's geography learning and development through discussions, resources and experiences. This learning is based on the specific area of understanding of the world. Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important

knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

In addition, geography in EYFS includes elements of the prime area of mathematics. It is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

2.2 Key stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. Understanding their place in their local area is very important. 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.

2.3 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.

3. Definitions

N/A

4. Roles and responsibilities

4.1 The head teacher

The head teacher will:

- Work with staff, parents and governors to determine the strategic development of the geography policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

4.2 The Governor/s

They will:

- Work with the head teacher and SENDCO to determine the strategic development of the geography policy and provision in the school.

The Governing Body will review this policy in line with the Policy review schedule at the FGB / FPP / C&S committee meetings

4.3 Class teachers and teaching assistants

The class teacher is responsible for:

- Teaching and developing the long-term plans into more detailed plans that ensure that pupils are taught the statutory requirements for geography.

- Class teachers are responsible for evaluating their plans for appropriately resourcing the geography activities.
- Class teachers are responsible for ensuring a range of maps are used to support children's learning.
- Class teachers are responsible for planning fieldwork and risk assessing.
- Monitoring children's progress.

4.4 Role of the co-ordinator

The geography co-ordinator will:

- Produce the geography policy.
- Produce the long-term plans in line with the National Curriculum and the specific aims of Bushmead geography.
- Produce the geography action plan to develop the subject
- Provide support for teachers and regularly develop own subject knowledge to support other members of staff.
- Attend relevant courses and feedback to staff new information and ideas.
- Monitor the teaching and learning of art.
- Review geography resources.

5. Fieldwork

Fieldwork is an integral part of the geography curriculum. Fieldwork is used regularly and appropriately throughout the year to support children's learning of geography. Geographical knowledge and skills should be drawn upon when appropriate throughout the children's time at Bushmead.

6. Resources

There are resources to support geography teaching which are stored in a central location. The library contains a good supply of fiction and non-fiction books to support teaching and learning of geography.

7. Assessment

Children have a variety of geographical knowledge and skills when starting at Bushmead. Teachers will assess by making informal judgements during the lessons. When completing a piece of work, the teacher will assess the work and provide verbal feedback to the child.

8. Geography books

Evidence of teaching and learning is recorded on Tapestry in EYFS and in a green book from Year 1 onwards.

9. Equal opportunities

We recognise that children's geographical understanding varies. We seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. Geography activities are carefully planned by the class teacher and be adapted to meet the

needs of less able and more able pupils based on informal assessments. Teachers will also consider children with SEND when planning.

10. Monitoring arrangements

This policy and information report will be reviewed by the geography coordinator every 3 years. It will also be updated if any changes to the information are made during the year.

It will be approved by the C and S committee of the governing board.

11. Links with other policies and documents

This policy links to our policies on:

- Teaching and Learning policy

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