



## **Geography Policy**

**Updated: September 2025**

**Next Review: September 2026**

## Intent

The geography projects are well sequenced to provide a coherent subject scheme that develops children's geographical knowledge, skills and subject disciplines. Geographical locations are not specified in the national curriculum, so they have been chosen to provide a broad and diverse understanding of the world. These can be seen in more detail using Cornerstones. Where there are opportunities for making meaningful connections with other projects, geography projects are sequenced accordingly. For example, children revisit the geography of settlements in the history project School Days after studying types of settlements in the geography project Bright Lights, Big City. Throughout the geography scheme, there is complete coverage of all national curriculum programmes of study. Cornerstones allows you to interrogate the sequencing of curriculum aspects and concepts, vocabulary and connectivity of the geography scheme with other curriculum subjects. At Green Park, we recognise that geography plays a significant part in promoting education for sustainable development through developing pupils' knowledge and understanding of the concepts of sustainable development, such as interdependence, quality of life, global development, resource use, and diversity and the skills to act upon this understanding and developing pupils' skills of critical enquiry and an ability to handle and interpret information.

## Implementation

In EYFS, Children learn about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

### Key Stage 1,

Year 1 study 'Our Wonderful World' which teaches children about physical and human features, maps, cardinal compass points and positional and directional language, they learn about the equator, hemispheres and continents and are introduced to the countries and capital cities and settlements of the United Kingdom. They carry out simple fieldwork to find out about local physical and human features. Moving on to look at the physical and human characteristics of the United Kingdom, including a detailed exploration of the characteristics and features of the capital city.

Year 2, engage the children with the project 'Land Ahoy! Developing the children's knowledge of the sea, seafaring and pirates. They use maps, learn about famous pirates and explorers and find out about life at sea. Making links to the local area and the RNLI. They will then look at the project 'Let's Explore the World' teaching the children about atlases, maps and cardinal compass points. They learn about the characteristics of the four countries of the United Kingdom and find out why there are hot, temperate and cold places around the world. They also compare England and Somalia. They carry out fieldwork, collecting primary data locally to answer geographical questions. The project 'Coastline' teaches about the physical and human features of the coastal regions across the United Kingdom, including comparing and contrasting Whitby and Dover.

### Lower Key Stage 2,

Year 3, children study the projects 'Rocks, Relics and Rumbles' where they learn about features and characteristics of Earth's layers, including a detailed exploration of volcanic, tectonic and seismic activity. They build essential skills and knowledge in the 'One Planet, Our World' project which teaches them to locate countries and cities, and use grid references, compass points and latitude and longitude. They build on the learning about the layers of the Earth and plate tectonics and discover the five major climate zones. They

learn about significant places in the United Kingdom and carry out fieldwork to discover how land is used locally.

Year 4 in the project 'interconnected World' teaches about compass points and four and six – figure grid references. They learn about the tropics and the countries, climates and culture of North and South America. They build on prior learning to identify physical features in the United Kingdom and learn about the National rail and canal network, they conduct an enquiry to prove a hypothesis, gathering data from maps and surveys before drawing conclusions. The final project is 'Misty Mountain, Winding River' looking at the characteristics of rivers and Mountains ranges around the world, including a detailed exploration of the ecosystems and processes that shape them and the land around them. Conducting a local fieldwork of the River Dour.

Upper Key Stage 2,

Year 5, start with a study 'Allotment' looking local and plants, agriculture and where food comes from. They will look further afield at plant reproduction, cooking, nutrition and land use across the world. In the projects 'Investigating Our World' the children will learn about locating map features using a range of methods. Learn about the Prime Meridian, Greenwich Mean Time (GMT), and worldwide time zones and study interconnected climate zones, vegetation belts and biomes. They will learn about human geography and capital cities worldwide before looking at the UK motorway network and settlements. They will carry out enquiry to identify local settlement types.

Year 6, develop the children's knowledge of Polar Regions following the 'Frozen Kingdom' project. Teaching them about the interconnections of the extreme ecosystem and how humans and animals seek to conquer it. They will study the project 'Our Changing World' revising the features of the Earth, time zones and lines of latitude and longitude to pinpoint places on a map. They will find out more about map scales, grid references, contour lines and map symbols. Learn about climate change and the importance of global trading. Analyse data and carry out fieldwork to find out about local road safety. They will look at patterns of human settlement and carry out enquiry to describe local settlement patterns.

At Green Park School we include fieldwork as an integral part of the geography curriculum, involving children in practical geographical research and enquiry wherever possible. They are given opportunities to observe and record information around the school site and study the local area around the school. We also offer them the opportunity to take part in a residential visit in Year 6.

### Inclusion:

All children must have regular access to geography appropriate to their stage of development. Challenge for all is integral to our teaching and we aim to encourage all pupils to reach their full potential through the provision of varied opportunities. Work must be adapted to aid children's learning. Also, more-able children should be given open-ended tasks and be given opportunities for further research and more challenging studies. We recognise that our curriculum planning must allow pupils to gain a progressively deeper understanding and competency as they move through our school.

### Impact:

The impact of the quality of teaching and learning will be measured by:

- Lesson observations
- Monitoring of planning and assessment
- Monitoring of children's work

- Data analysis
- Pupil and teacher voice.

To be agreed by staff and governing body

Reviewed: September 2025 by Michelle Neal and Cathrine Smith

To be reviewed: September 2026