





Geography Policy



Updated: September 2026



Next Review: September 2027

Intent

The geography curriculum at Green Park Community Primary School is carefully sequenced to provide a coherent subject curriculum that develops children's geographical knowledge, skills, vocabulary and subject-specific disciplines. Geographical locations are not specified in the National Curriculum, so locations have been selected to provide children with a broad and diverse understanding of the world. These choices can be seen in greater detail within our curriculum documents.

Where there are opportunities to make meaningful connections with other curriculum areas, geography units are sequenced accordingly. For example, children revisit the geography of settlements in the history unit 'School Days' after studying types of settlements in the geography unit 'Bright Lights, Big City'.

Our geography curriculum is designed to develop the four key areas of the National Curriculum: locational knowledge, place knowledge, human and physical geography, and geographical skills and fieldwork. Children progressively develop their ability to use maps, atlases, globes and digital mapping, collect and interpret data, conduct geographical enquiries and communicate their findings.

At Green Park, we recognise that geography plays a significant role in promoting education for sustainable development. Through geography, pupils develop their knowledge and understanding of concepts including interdependence, quality of life, global development, resource use, diversity and human impact on the environment. They develop the skills of critical enquiry and the ability to handle, interpret and communicate geographical information, enabling them to make informed decisions about the world around them.

Implementation

Early Years Foundation Stage (EYFS)

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, explain why some things occur and talk about changes. Children are encouraged to explore and describe their local environment through first-hand experiences and play-based learning.

Key Stage 1 – Year 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.

Children then develop their understanding of the physical and human characteristics of the United Kingdom, including a detailed exploration of the characteristics and features of the capital city.

Key Stage 1 – Year 2

Year 2 engage with the project 'Land Ahoy!', developing their 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 then study 'Let's Explore the World', learning 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 compare England and Somalia and carry out fieldwork, collecting primary data locally to answer geographical questions.

The project 'Coastline' teaches children about the physical and human features of coastal regions across the United Kingdom, including comparing and contrasting Whitby and Dover.

Lower Key Stage 2 – Year 3

Year 3 study 'Rocks, Relics and Rumbles', where they learn about the features and characteristics of the Earth's layers, including a detailed exploration of volcanic, tectonic and seismic activity.

They build essential geographical knowledge and skills through the 'One Planet, Our World' project. This teaches them to locate countries and cities and use grid references, the eight points of a compass, latitude and longitude. They build on their 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.

Lower Key Stage 2 – Year 4

The 'Interconnected World' project teaches children about compass points and four- and six-figure grid references. They learn about the tropics and the countries, climates and cultures 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 test a hypothesis, gathering data from maps and surveys before drawing conclusions.

The final project, 'Misty Mountain, Winding River', explores the characteristics of rivers and mountain ranges around the world, including a detailed exploration of ecosystems and the processes that shape them and the land around them. Children conduct local fieldwork linked to the River Dour.

Upper Key Stage 2 – Year 5

Year 5 begin with a study of 'Allotment', looking at local areas and plants, agriculture and where food comes from. They look further afield at plant reproduction, cooking, nutrition and land use across the world.

In 'Investigating Our World', children learn to locate map features using a range of methods. They learn about the Prime Meridian, Greenwich Mean Time (GMT) and worldwide time zones, and study interconnected climate zones, vegetation belts and biomes. They learn about human geography and capital cities worldwide before looking at the UK motorway network and settlements. They carry out geographical enquiry to identify local settlement types.

Upper Key Stage 2 – Year 6

Year 6 develop their knowledge of the Polar Regions through the 'Frozen Kingdom' project, learning about the interconnections within extreme ecosystems and how humans and animals have adapted to and interacted with these environments.

They study 'Our Changing World', revising features of the Earth, time zones and lines of latitude and longitude to pinpoint places on a map. They find out more about map scales, grid references, contour lines and map symbols. They learn about climate change and the importance of global trade. They analyse data and carry out fieldwork to find out about local road safety. They also look at patterns of human settlement and carry out geographical enquiry to describe local settlement patterns.

Fieldwork and Geographical Enquiry

At Green Park Community Primary School, we include fieldwork as an integral part of the geography curriculum. Children are involved in practical geographical research and enquiry wherever possible. They are given opportunities to observe, measure, record and present information around the school site and in the local area. Fieldwork enables children to apply geographical knowledge and skills to real places and authentic questions.

We also offer children the opportunity to take part in a residential visit in Year 6, providing further opportunities to develop geographical understanding through first-hand experiences.

Inclusion and Adaptation

All children 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.

Teaching, resources and activities will be adapted where appropriate to remove or reduce barriers to learning and enable all pupils to participate meaningfully in geography. Adaptations may include the use of visual resources, vocabulary support, scaffolding, practical experiences, differentiated tasks, additional adult support, adapted recording methods and alternative ways for children to demonstrate their understanding.

Children with additional needs should be supported to develop the same core geographical knowledge and skills as their peers wherever possible, with appropriate adaptations made to enable access. More-able children should be given open-ended tasks and opportunities for further research, independent enquiry and more challenging geographical studies.

Our curriculum planning allows pupils to gain a progressively deeper understanding of geographical concepts, knowledge, vocabulary and skills as they move through the school.

Impact

The impact of the quality of teaching and learning in geography will be measured through:

Lesson observations.

Monitoring of planning and assessment.

Monitoring of children's work and geographical outcomes.

Analysis of pupils' progression in geographical knowledge, vocabulary and skills.

Evidence from fieldwork and geographical enquiry.

Data analysis, where appropriate.

Pupil and teacher voice.

Children's ability to explain geographical concepts, use geographical vocabulary and make connections between places, people and environments.

Assessment and monitoring will consider whether children are building securely on prior learning and developing increasing independence in the use of geographical knowledge, skills and enquiry.

Curriculum and Statutory Framework

This policy reflects the National Curriculum in England for Geography and should be read alongside the school's curriculum documentation and relevant school policies. The geography curriculum is planned to ensure appropriate progression in locational knowledge, place knowledge, human and physical geography, and geographical skills and fieldwork.

Review

Agreed by staff and governing body

Reviewed: September 2026

To be reviewed: September 2027