



Stoke Prior First School

Geography Policy

1. Aims and objectives

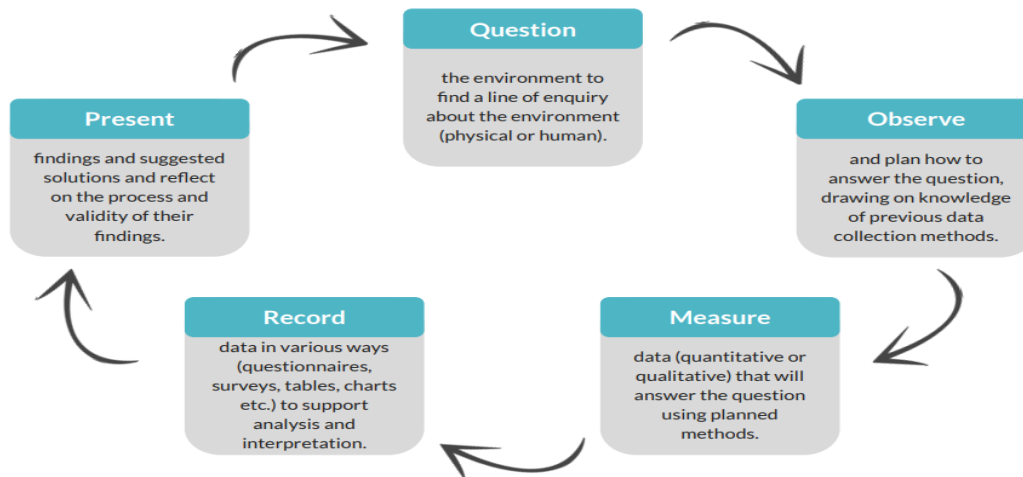
The objective of Geography is for the children to develop an understanding of places and environments. The areas of learning covered in Geography are: investigating patterns, investigating places and communicating geographically. Involved in these areas of learning children learn about their local area, 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.

Our objectives in the teaching of geography are:

- to enable children to gain knowledge and understanding of places in the world;
- to increase children's knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country;
- to allow children to learn graphic skills, including how to use, draw and interpret maps;
- to enable children to know and understand environmental problems at a local, regional and global level;
- to encourage in children a commitment to sustainable development, and an appreciation of what 'global citizenship' means;
- to develop in children a variety of other skills, including those of enquiry, problem-solving, ICT, investigation, and that of presenting their conclusions in the most appropriate way
- to develop the cross-curricular use of geography in all subjects.

2. Teaching and learning style

We want the children to ask as well as answer geographical questions and to do this we use a variety of teaching and learning styles. We use the term "The enquiry cycle" (this can be seen below). It is important that pupils consider the ways that geographers question and explain the world and begin to 'think like a geographer.' We have used this enquiry cycle when planning the fieldwork studies throughout our scheme to encourage pupils to ask geographical questions and learn how geographers reach their answers through enquiry.



We combine whole-class teaching methods with enquiry-based research activities. We offer them the opportunity to use a variety of data, such as maps, statistics, graphs, pictures and aerial photographs, and we enable them to use ICT in geography lessons where this serves to enhance their learning. Children take part in role-play and discussions, and they present reports to the rest of the class. They engage in a wide variety of problem-solving activities. Wherever possible, we involve the children in ‘real’ geographical activities, e.g. research of a local environmental problem, or use of the Internet to investigate a current issue.

We allow for differentiation by:

- setting tasks aimed at different abilities;
- setting tasks which are open-ended and can have a variety of responses;
- grouping children by ability in the room, and setting different tasks to each ability group;
- providing resources of different complexity, according to the ability of the child;

3. Geography curriculum planning

Our curriculum takes into account the four strands that National Curriculum guidance outlines. These are Locational knowledge, Place knowledge, Human and physical geography and Geographical skills and fieldwork. Our curriculum has these strands running through each and every unit. We also ensure that the different types of knowledge of knowledge in geography are considered. These are detailed below:

Different types of knowledge in Geography

Substantive knowledge (‘knowing about’)

Substantive knowledge is the content that pupils will learn through studying the Geography curriculum: the recognised knowledge of the world and the human and physical processes that affect the people and environments within it.

This content is separated into the following areas in the National curriculum and within our scheme of work:

- **Locational knowledge**
- **Place knowledge**
- **Human and physical geography**
- **Geographical skills and fieldwork**

These four areas are explained in more detail in the previous slide. It is important that pupils also understand the relationships between these four different areas.

Geographical concepts

We are currently adding a [Progression of geographical concepts](#) document showing how our Geography curriculum builds pupils understanding of the concepts of: Space, Place, Earth Systems, Environment, Time, Scale, Diversity, Interconnection and Interpretation.

Disciplinary knowledge (‘ways of knowing’)

Pupils gain knowledge of the subject as a discipline, considering how geographical knowledge (such as the substantive knowledge they study) originates through geographical practice.

Fieldwork enquiries in each unit give pupils the opportunity to understand and follow the same processes that geographers follow to find answers to enquiry questions and to consider the validity of these answers. Please see our [enquiry cycle](#) for further information on these processes.

Progression in disciplinary knowledge is shown in our [Geographical skills and fieldwork](#) strand but it is important to understand that to carry out an effective enquiry, geographers must draw on their substantive and procedural knowledge.

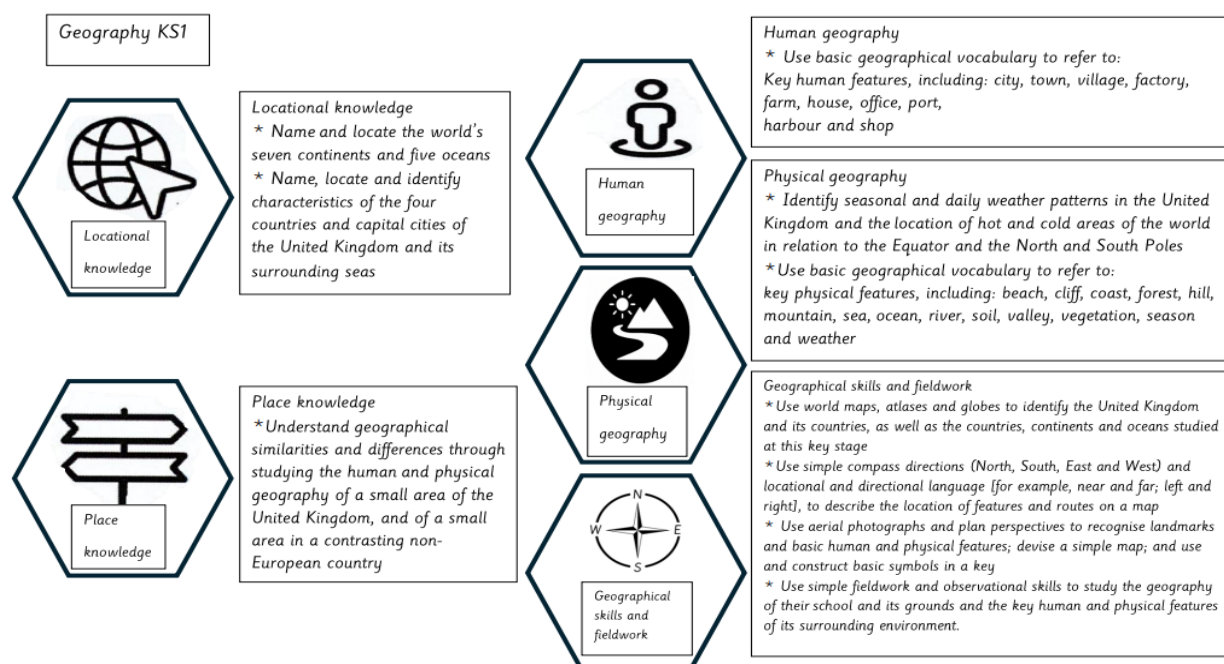
Procedural knowledge (‘knowing how to’)

Pupils gain procedural knowledge primarily through the [Geographical skills and fieldwork](#) strand.

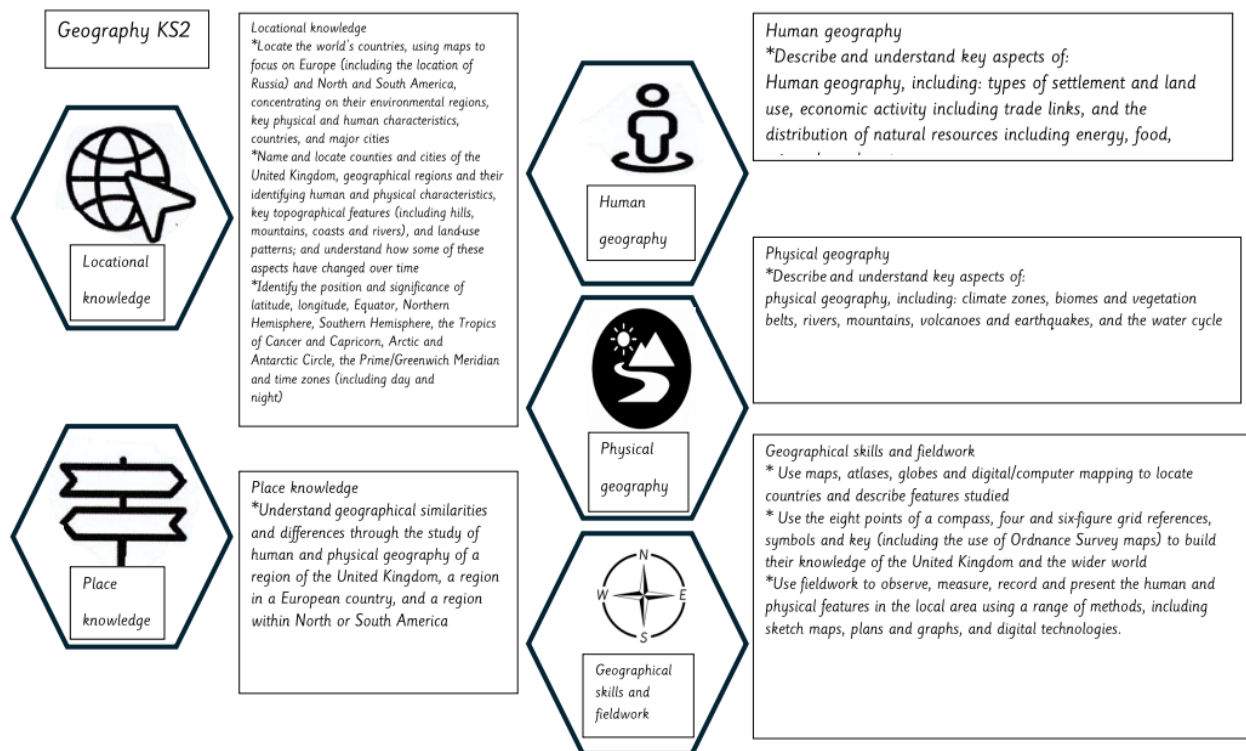
They learn knowledge of how to collect, analyse and communicate data and geographical information from fieldwork, maps and other sources and consider how to interpret this range of sources to answer enquiry questions.

To further develop and embed the children’s Substantive Knowledge in Geography we use Hex symbols. The Purpose of introducing the hexes was to enable the children to identify the type of geography they are learning about and make links across year groups. The children have these in the front of their geography books, they are introduced and revisited at the start of lessons and the children have them next to their lesson objective each lesson. The hexes for both KS1 and KS2 can be seen in detail below.

The hex below is in place for the children in Year One and Year Two.



The hex below is in place for the children in Year Three and Year Four.



4. The contribution of geography to teaching in other curriculum areas

- **English:** Development of reading, writing, speaking and listening skills.
- **Mathematics:** Develops skills needed to studying space, scale and distance, use of grid references and graphs.
- **Personal, social and health education (PSHE) and citizenship:** Development of positive citizenship and social welfare, debates and discussions.
- **Spiritual, moral, social and cultural development:** Provide opportunities to reflect on the impact of mankind on our world, to learn about inequality and injustice globally, to develop knowledge and understanding of different cultures, and to examine what is right and wrong.
- **Computing:** Development of skills in data handling, presenting written work, researching information on the Internet, and the use of digital cameras.

5. Geography and inclusion

At our school, we teach geography to all children, whatever their ability and individual needs. Geography implements the school curriculum policy of providing a broad and balanced education to all children. Through our geography teaching, we provide learning opportunities that enable all pupils to make good progress. We do this by setting suitable learning challenges and responding to each child's different needs via differentiation. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

6 Assessment for learning

We assess the children to ensure progress is made throughout the school in geography. Teachers will assess their work informally during lessons and through the use of the assessment tracker at the end of each topic. Learning objectives and outcomes are shared with the children to encourage self assessment. Written or

verbal feedback is given to the children to help guide their progress, and they are encouraged to make judgements about how they can improve their own work. Overall attainment is reported to parents through the annual written report.

7. Resources

We have a good range of resources in our school to be able to teach all the geography units in our school. We keep these resources in classrooms and in the central store area. We also have access to geography topic books and educational software.

8. Fieldwork

Fieldwork is integral to good geography teaching, and we include as many opportunities as we can to involve children in practical geographical research and enquiry. For health and safety issues regarding fieldwork, our school follows the guidance contained in its policies on Off-Site Visits and on Health and Safety. The skills developed when teaching geography are outlined below:

Fieldwork skills

Below is a list of many of the fieldwork skills featured in our curriculum. These are built upon over time and feature across units where most appropriate for the enquiry question.

Observing • Maps and compasses to follow routes. • Annotated field sketches. • Aerial photographs. • Transects. • Magnifying glasses to observe in more detail and classify. • Sketch maps.	Measuring • Likert scales. • Rain gauges • Thermometers. • Non-standard measurements (for example, drawing around a puddle with chalk).
Recording • Drawing routes on maps. • Annotated maps. • Digital photographs. • Using simple recording techniques to record their feelings. • Questionnaires. • Interviews. • Tally charts. • Audio recordings. • Sketch maps to show spatial patterns.	Presenting • GIS (digital mapping). • Bar charts • Pictograms. • Pie charts. • Presentations. • Letters. • Slideshows. • Non-chronological reports. • Verbal. • Posters. • Video. • Balanced arguments.

9. Monitoring and review

The coordination and planning of the geography curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in geography and by providing a strategic lead and direction for this subject;
- uses specially allocated management time to review evidence of the children's work,

- gives the headteacher an annual summary report in which s/he evaluates the strengths and weaknesses in geography and indicates areas for further improvement;

PERSON(S) RESPONSIBLE:	SUBJECT LEADER: N Bowen
DATE POLICY AGREED:	July 2026
TO BE REVIEWED BY:	July 2029
DISTRIBUTION:	Staff / Governors / Website (delete as required)