



# Geography Policy

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| Completed by:     | Mrs M Norris   |
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| Review date:      | September 2027 |

## 1. Vision Statement

At Stanley Crook Primary School, we believe geography helps pupils understand their place in the world and their responsibilities as global citizens. Through a broad, ambitious and engaging geography curriculum, we enable pupils to develop a fascination with the world around them whilst gaining knowledge and understanding of physical, human and environmental geography.

In line with our school vision, we provide a book-led, reading-rich curriculum that is dynamic, meaningful and relevant. Geography plays a vital role in helping pupils understand the relationship between people, places and environments at local, national and global levels. The subject promotes curiosity, respect, responsibility and a lifelong interest in the world around us.

Our mission:

**"To try our best, to tell the truth, to look after each other and our community"**

is reflected through geographical learning that encourages pupils to care for their local area, appreciate diversity and understand environmental sustainability.

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## 2. Aims

The Geography curriculum aims to ensure all pupils:

- Develop contextual knowledge of the location of globally significant places.
- Understand key physical and human geographical features.
- Develop knowledge of the world's countries, continents and oceans.
- Understand geographical processes and environmental change.
- Use geographical vocabulary with increasing accuracy and confidence.
- Develop fieldwork and map skills.
- Interpret a range of geographical sources.
- Understand sustainability and environmental responsibility.
- Appreciate cultural diversity and global interdependence.
- Develop enquiry, problem-solving and critical thinking skills.

We aim for pupils to leave Stanley Crook Primary School as geographically literate citizens who understand the connections between people, places and environments.

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## 3. Statutory Requirements

Geography is taught in accordance with the National Curriculum for England.

The curriculum provides opportunities for pupils to:

### **Key Stage 1**

- Develop knowledge of the local area and wider world.
- Name and locate the world's seven continents and five oceans.
- Understand basic human and physical geography.
- Use maps, atlases and simple fieldwork skills.

### **Key Stage 2**

- Extend locational and place knowledge.
  - Develop understanding of physical and human geography.
  - Study environmental regions and global issues.
  - Use six-figure grid references and mapping skills.
  - Undertake fieldwork enquiries and geographical investigations.
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## **4. Curriculum Intent**

At Stanley Crook Primary School, the geography curriculum has been carefully designed to:

- Provide a coherent sequence of geographical knowledge.
- Build progressively on prior learning.
- Develop substantive and disciplinary geographical knowledge.
- Strengthen understanding of the local area as a starting point for wider geographical study.
- Promote high-quality reading and vocabulary development.
- Support ambition and achievement for all pupils.
- Enable pupils to make connections across subjects.
- Encourage pupils to understand current environmental challenges.
- Prepare pupils for life in modern Britain and a global society.

Geography contributes directly to the school's commitment to developing knowledgeable, confident and responsible learners who are prepared for future education and life beyond primary school.

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## **5. Curriculum Implementation**

Geography is taught through carefully planned units which develop:

### **Locational Knowledge**

Pupils learn about:

- Stanley Crook
- County Durham
- The North East of England
- The United Kingdom
- Europe
- The wider world

### **Place Knowledge**

Pupils compare:

- Local and regional locations
- Different regions of the UK
- European countries
- Countries beyond Europe

### **Human Geography**

Pupils study:

- Settlements
- Land use
- Trade and industry
- Population
- Economic activity
- Sustainable development

### **Physical Geography**

Pupils study:

- Rivers
- Mountains
- Coasts
- Volcanoes
- Earthquakes
- Climate zones
- Biomes
- Water cycles

### **Geographical Skills and Fieldwork**

Pupils develop skills in:

- Map reading

- Atlas work
  - Compass directions
  - Data collection
  - Observation
  - Survey work
  - Digital mapping
  - Data interpretation
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## **6. Early Years Foundation Stage**

Geographical understanding begins within the EYFS through the area of learning:

### **Understanding the World**

Children are supported to:

- Explore their immediate environment.
- Discuss similarities and differences between places.
- Recognise features of their local community.
- Understand weather and seasonal change.
- Develop awareness of the wider world.

Learning is supported through stories, exploration, outdoor learning and first-hand experiences.

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## **7. Teaching and Learning**

Teachers will:

- Clearly identify intended geographical knowledge and skills.
- Use high-quality texts to support geographical understanding.
- Promote enquiry-based learning.
- Develop subject-specific vocabulary.
- Use maps, atlases, globes and digital technologies.
- Encourage investigation and questioning.
- Provide opportunities for collaborative learning.
- Build retrieval opportunities into lessons to strengthen retention.

Learning activities may include:

- Fieldwork investigations
- Local area studies
- Geographical enquiries

- Research projects
  - Data analysis
  - Mapping activities
  - Educational visits
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## **8. Reading, Vocabulary and Oracy**

Consistent with the school's reading-rich curriculum, geography contributes significantly to literacy development.

Pupils will:

- Read high-quality fiction and non-fiction texts.
- Access maps, reports, articles and information sources.
- Learn and apply ambitious geographical vocabulary.
- Develop discussion and presentation skills.
- Justify opinions using geographical evidence.

Vocabulary is explicitly taught, monitored and revisited across units.

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## **9. Learning Outside the Classroom**

Geography provides valuable opportunities for outdoor learning and fieldwork.

Where appropriate, pupils will engage in:

- Local area walks
- Environmental surveys
- Mapping activities
- River, woodland or settlement studies
- Outdoor learning experiences

These experiences support the school's wider commitment to meaningful learning and personal development.

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## **10. Local Geography**

Local geography forms a significant element of the curriculum.

Pupils investigate:

- Stanley Crook and its surrounding communities.
- County Durham's physical and human geography.
- Patterns of settlement.
- Land use and environmental change.
- The impact of industry on the local area.
- Sustainability issues within their community.

This helps pupils develop a strong sense of place and belonging.

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## **11. Inclusion**

In line with the school's:

- SEND Policy
- Equality Information and Objectives
- Accessibility Plan
- Teaching and Learning Policy

all pupils are entitled to access a broad and balanced geography curriculum.

Teachers will:

- Provide appropriate scaffolding.
- Adapt resources where required.
- Use visual aids and practical experiences.
- Support vocabulary acquisition.
- Ensure challenge for all learners.
- Maintain high expectations regardless of need or background.

All pupils are encouraged to participate fully and achieve success.

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## **12. Personal Development and British Values**

Geography makes an important contribution to pupils' personal development by encouraging them to:

- Respect cultural diversity.
- Understand global citizenship.
- Appreciate different ways of life.
- Consider environmental responsibilities.
- Recognise human rights and equality.

Geography supports the promotion of British Values through understanding:

- Democracy.
- Individual liberty.
- Mutual respect.
- Tolerance.
- The rule of law.

Pupils learn how different communities and societies function around the world.

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### **13. Sustainability and Environmental Responsibility**

Geography supports the school's commitment to developing responsible citizens by helping pupils understand:

- Climate change.
- Conservation.
- Pollution.
- Sustainable resource management.
- Biodiversity.
- Environmental stewardship.

Pupils are encouraged to consider how their actions can positively affect the environment and community.

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### **14. Assessment**

Assessment is an ongoing part of geography teaching.

#### **Assessment for Learning**

Teachers will use:

- Questioning
- Discussion
- Observation
- Retrieval activities
- Low-stakes quizzes
- Review of pupil work

#### **Assessment of Learning**

Teachers assess pupils against curriculum expectations and use assessment information to:

- Inform future teaching.
  - Identify misconceptions.
  - Support intervention.
  - Monitor progression.
  - Evaluate curriculum effectiveness.
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## **15. Monitoring and Evaluation**

The Geography Subject Leader will monitor standards through:

- Lesson observations.
- Learning walks.
- Pupil interviews.
- Book scrutiny.
- Planning reviews.
- Assessment analysis.
- Curriculum monitoring.

Outcomes from monitoring contribute directly to subject development planning and wider school improvement priorities.

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## **16. Safeguarding**

Safeguarding is embedded throughout the curriculum and remains everyone's responsibility. The geography curriculum contributes to safeguarding by helping pupils:

- Understand the wider world safely.
- Recognise risks within communities and environments.
- Develop critical thinking skills.
- Respect diversity and difference.
- Build resilience and informed decision-making.

All staff follow the school's safeguarding procedures at all times.

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## **17. Cultural Capital**

Geography contributes significantly to pupils' cultural capital by providing opportunities to:

- Explore different cultures and communities.

- Learn about global issues.
- Access educational visits and visitors.
- Develop map and navigation skills.
- Understand careers linked to geography.
- Engage with the natural environment.

These experiences broaden horizons and support future aspirations.

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## **18. Roles and Responsibilities**

### **Governing Body**

The Governing Body will:

- Monitor curriculum provision.
- Ensure statutory requirements are met.
- Support ongoing curriculum development.

### **Headteacher**

The Headteacher will:

- Provide strategic leadership.
- Monitor standards and curriculum quality.
- Ensure suitable resources are available.

### **Geography Subject Leader**

The Subject Leader will:

- Lead curriculum development.
- Monitor teaching and learning.
- Support staff development.
- Manage resources.
- Evaluate curriculum impact.
- Maintain a Geography Action Plan aligned to the School Improvement Plan.

### **Teachers**

Teachers will:

- Deliver high-quality geography lessons.
- Assess pupil progress accurately.
- Maintain high expectations.
- Support all pupils to succeed.

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## **19. Linked Policies**

This policy should be read alongside:

- Curriculum Policy
- Teaching and Learning Policy
- Assessment Policy
- SEND Policy
- Equality Information and Objectives
- Accessibility Plan
- Reading Policy
- Safeguarding and Child Protection Policy
- Behaviour Policy
- Educational Visits Policy
- Homework Policy
- Online Safety Policy

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## **20. Review**

This policy will be reviewed annually by the Geography Subject Leader and Headteacher or sooner if required by changes to legislation, national guidance or school priorities.