



MICKLEOVER PRIMARY SCHOOL

Name of Policy: Geography Policy

Date of Policy: January 2026

Member of Staff responsible: A. Fasey

Review date: January 2029

Signature: _____ Chair of Governors

Date Approved: _____

At Mickleover Primary School

We are:

Motivated to learn

Proud of our achievements

Successful and skilled for life



GEOGRAPHY POLICY

RATIONALE

At Mickleover Primary School we are committed to providing all children with learning opportunities to engage in geography. This policy sets out a framework within which teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment.

Geography is an essential part of the curriculum, it provides a means of exploring, appreciating and understanding the world in which we live and how it has evolved. Geography explores the relationship between the Earth and its people through the study of place, space and environment. It contributes to the cultural, social, spiritual and moral life of children as they acquire knowledge of a range of different cultures and traditions, and learn tolerance and understanding of other people and environments. Geography is the subject in which pupils learn the skills of understanding a locality and how and where people fit into its overall structure. Developing geographical skills is essential as children live in a world that is wide open to them. With opportunities to travel and work in different cities and countries across the world, pupils need to use efficiently maps, charts and other geographical data. The opportunities for the children to carry out geographical enquiry are also of value.

The teaching of Geography would be difficult without acknowledging the future of our planet. The Geography Curriculum places great importance on the interaction between the physical and the human environment. Many areas of study give opportunities to make children aware of these effects upon their surroundings, their own responsibilities and how they can contribute to improving the environment, however small that contribution might be.

INTENT

At Mickleover Primary School we want pupils to develop a knowledge of people and places and to understand the physical, social, and economic forces which shape places and lifestyles. We strive to achieve this by -:

- teaching the geographical skills and knowledge laid down in the 2014 National Curriculum Programmes of Study
- To stimulate children's interest in their surroundings and develop a knowledge and understanding of the physical and human processes which shape places.
- 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 provide learning opportunities that enthuse, engage, and motivate children to learn and foster a sense of curiosity and wonder at the beauty of the world around them.
- To encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means.
- To make sense of their own surroundings through learning about their own locality and the interaction between people and the environment.
- To develop the geographical skills, including how to use, draw and interpret maps of different scales, and the vocabulary necessary to carry out effective geographical enquiry.
- To be able to apply map reading skills to globes and atlas maps and identify geographical features.
- To formulate appropriate questions, develop research skills and evaluate material to inform opinions.



- To enable children to work geographically in a range of appropriate contexts, using a variety of materials and equipment including other people's experiences and knowledge.

The geography curriculum will be delivered in accordance with the requirements of the National Curriculum. It will mainly be delivered at Key Stage 1 and Key Stage 2 through a topic based approach, although on occasions discreet skills lessons may be taught. At KS 1 Geography lessons will equate to one hour per week while at K S 2 it will be one and a quarter hours per week. However this will not be integrated into each half termly topic, but rather taught during specific topics.

IMPLEMENTATION

Teachers employ a range of teaching strategies that are as active and as practical as possible. These will include:-

- whole class teaching
- collaborative work
- individual or paired activities
- use of information technology

The learning opportunities are varied in order to suit all styles of learning and abilities by -:

- setting open ended tasks with varying outcomes
- setting tasks at a variety of levels
- grouping children appropriately
- providing support

FOUNDATION STAGE

The geography curriculum in the foundation stage is delivered in accordance with the objectives set in the Early Learning Goals. In the reception classes Geography is taught as an integral part of the topic work covered as part of Understanding the World.

CROSS-CURRICULAR LINKS

The key goal of geography lessons is to develop children's geographical understanding. However, geography lessons can also provide valuable opportunities to reinforce what children have been learning in other areas of the curriculum, particularly History, Maths and Literacy.

There will be opportunities to write at length about Geographical subjects.

Where there are opportunities for links with other subjects, notably science and design/technology, these are made explicit. Opportunities to contribute to other curriculum areas, for example citizenship, environmental education and aspects of children's spiritual, moral, social and cultural development are also highlighted.

Opportunities to create cross-curricular links with the P.E. curriculum through OAA are to be encouraged and explored as are links with Global Learning through the use of maps, photographs, IT and assembly time.



EQUAL OPPORTUNITIES

It is the policy of Mickleover Primary School to ensure that every child receives an equal opportunity within Geography activities, regardless of race, gender, ability or Special Educational Needs.

SPECIAL NEEDS

Pupils with SEN have the same geography entitlements to all other pupils and are offered the same curriculum at an appropriate level and with the appropriate support.

CHILDREN WORKING AT GREATER DEPTH

Staff must ensure that there are adequate opportunities for more able children and these should be noted within planning where appropriate. Pupils who work at greater depth within Geography are offered the same curriculum as all other children, however they may work on activities at an extended level, using support staff to give extra guidance where appropriate.

INFORMATION TECHNOLOGY

Geography is enriched by the use of IT, and its use is expected as part of the 2014 National Curriculum for Geography:

- The internet provides access to images of people, places and environments that would otherwise be difficult to experience.
- Up to date maps and images eg. 'Google Earth' are accessible when necessary.
- Digital mapping allows relevant examination of an area, including historical change.

IMPACT

Assessment is an integral part of effective teaching and learning. Teachers assess children's work in geography by making informal judgments as they observe pupils. Formal work will be marked on completion and feed back given where and when possible. Teachers keep informal records on pupils' progress and this is passed on to the next teacher at the end of the school year and used to inform parents of progress. An assessment and recording tracking system helps track pupil progress against the statutory curriculum objectives and relevant Geography units.

RESOURCES

Geography gives pupils the opportunity to appreciate lifestyles in other places and cultures. We must ensure that pupils' experience of places is in a non-stereotypical way, with balance, showing positive and negative aspects of life. Resources must therefore be chosen with care in order to avoid stereotypical views and allow pupils to appreciate cultural and environmental differences.

Resources in school include -:

- A variety of up-to-date atlases, appropriate to the age and ability of the children, are available.
- There is a CD of aerial photographs of Mickleover in each Year Group. The master is in the school safe.
- We are currently subscribed to a digital mapping service.
- Ground level photographs of Mickleover are on the server.
- General maps, globes, plans and photographs
- Topic boxes containing specific geography resources are stored in the resource area.
- A Geography display is in Y4 shared area, covering all locations covered throughout the school.



- The internet and interactive white board provides innumerable geography resources.
- The large world map, situated in the corridor outside the staffroom, is so placed to allow for whole-class/group instruction.
- We are currently subscribed to the Geographical Society, which has journals covering all aspects of Geography teaching and curriculum resources.

ROLE OF THE CURRICULUM LEADER

The curriculum leader for Geography works with the whole school staff to develop a cohesive experience throughout the school.

The curriculum leader will also:

- Support colleagues in their development and understanding of detailed work plans and implementation of the scheme of work and in assessment and record keeping.
- Take responsibility for the purchase, maintenance and organisation of resources for Geography, taking into account cost effectiveness.
- Keep up to date with developments in Geography provision and teaching
- Attend curriculum leader meetings and courses provided by the LEA (where available), cluster groups or other colleagues.
- Monitor and review the planning and delivery of Geography throughout the school.
- Advise the Headteacher of action required (e.g. resources, standards etc).
- Encourage and assist in-service training.

Geography is a subject in its own right and has specific skills and knowledge, which need to be taught and learnt. However some of these skills and knowledge can be applied across the curriculum to support work in other subjects.

MONITORING AND REVIEW

The coordinator will ensure that there is continuity and progression in Geography by monitoring the planning, pupil voice opportunities and lesson drop ins where appropriate. As part of Mickleover Primary School's monitoring cycle, geography is given time whereby the coordinator carries out the above and reports back to Senior Leadership Team, staff and Governors on their findings.