



Geography Policy

Introduction

At Roebuck Academy, our geography curriculum is designed to inspire pupils' curiosity and fascination about the world and its people, equipping them with the knowledge, skills and understanding to become confident and informed geographers.

Our intent when teaching geography is to inspire a curiosity and fascination of the world and the people within it; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

The aims of Geography teaching

- understand different locations around the world and their characteristics
- understand how human and physical environments are interrelated and the ways in which places are interdependent and interconnected
- have a range of geographical knowledge and vocabulary
- have experience in geographical enquiry, including the ability to apply questioning and presentation skills
- have the ability to reach clear conclusions and develop a reasoned argument to explain findings
- be experienced in fieldwork and other geographical techniques
- have an interest in the subject and a sense of curiosity to find out about the world and the people who live there
- understand contemporary issues in society, including environmental awareness both in their own locality and worldwide

Geography Curriculum Planning

Our curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability or additional needs to be provided with stimulating environments that foster a love of learning and inspire children to be independent, successful, and lifelong learners.

We follow the Kapow Primary Scheme of work to ensure clear progression, consistency and comprehensive coverage of the National Curriculum. The programme allows us to build geographical knowledge and skills in a carefully sequenced way, enabling children to revisit and deepen their understanding as they move through the school.

Our approach to Geography is immersive and hands-on, encouraging children to engage meaningfully with the subject through real-life experiences. Enrichment opportunities such as education visits, fieldwork in the local area and themed workshops play a central role in bringing geography to life and allowing children to apply their learning beyond the classroom.

We place a strong emphasis on cross-curricular links, particularly with subjects such as art, computing and Literacy, to deepen pupils' understanding and contextualize their learning. Ultimately, our intent is for pupils at Roebuck Academy to leave with a strong sense of place, an appreciation for the diversity of environments and cultures, and geographical skills needed to investigate and understand the changing world they live in.

After implementing Kapow Primary Geography, pupils leave school equipped with a range of skills and knowledge to enable them to study Geography with confidence at Key stage 3. We hope to shape children into curious and inspired geographers with respect and appreciation for the world around them alongside an understanding of the interconnection between the human and the physical.

Early Years Foundation Stage (EYFS)

We teach geography in the EYFS classes as an integral part of the topic work covered during the year. We relate the geographical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) (Understanding the world) which underpin the curriculum planning for children aged three to five. Geography makes a significant contribution to the objective in the ELGs of developing a child's knowledge and understanding of the world. We focus on developing a child's understanding of their world through exploration, observation, and mapping. Key activities include taking walks in the local area, comparing it to other places, learning about weather and seasons, and using maps and globes to locate familiar and different places. This helps build a foundation for understanding both the local and wider world through curiosity and hands-on activities.

Differentiation

We teach geography to all children, whatever their current attainment. Geography forms part of the school curriculum policy to provide a broad and balanced education for all children. We provide learning opportunities that are matched to the needs of children with learning difficulties as well as challenging higher attaining children.

Assessment and recording

In each lesson, teachers assess pupils against the learning objectives. Each unit has a unit quiz and knowledge catcher, which is used at the end of the unit to assess children's understanding. To ensure progression and support assessment, we use a Geography Skills Wheel which tracks the development and use of key geographical skills across each year group. This tool enables teachers to assess children's fieldwork, mapping and analytical skills, ensuring a broad and balanced curriculum.

Resources

We have sufficient resources in the school to teach all the units of study. We keep some of these resources in a central store which is audited. The media room and class book corners contain a good supply of geographical topic books and children make use of computers and chrome books for research purposes. In addition, the Guided Reading Scheme – Hooked on Books has many geography based texts which children access throughout the year. In addition, The Write Stuff planning is used to teach a number of geographical based texts across the school in Literacy lessons.

Monitoring and review

The geography subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in geography. The geography subject leader is also responsible for supporting colleagues in the teaching of geography, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. The Geography subject leader is responsible for giving the Senior Management Team an annual summary report in which she evaluates the strengths in the subject and indicates areas for further improvement. The Geography subject leader has specially allocated time for carrying out the vital task of reviewing samples of children's work, obtaining a pupil voice, and visiting classes to observe teaching in the subject.

Date: Autumn 2025

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