

Barley Mow Primary School

Achieving Bright Futures Together

Geography Policy



Date: October 2025

Introduction

This policy outlines the teaching, organisation and management of the Geography taught and learnt at Barley Mow Primary School. It reflects the school's values and ethos. Geography teaches an understanding of places and environments. Through their work in geography, children learn about their local area and 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.

Statement of Intent

At Barley Mow Primary, we want our children to have a curiosity and fascination of the world that will stay with them through their lives. We have chosen to follow the Kapow Geography scheme of work as it inspires pupils to become curious and explorative thinkers with a diverse knowledge of the world; in other words, to think like a geographer. We want pupils to develop the confidence to question and observe places, measure and record necessary data in various ways, and analyse and present their findings. Through the Kapow scheme of work, we aim to build an awareness of how Geography shapes our lives at multiple scales and over time. We hope to encourage pupils to become resourceful, active citizens of our community who will have the skills to contribute to and improve the world around them.

Our scheme encourages:

- A strong focus on developing both geographical skills and knowledge.
- Critical thinking, with the ability to ask perceptive questions and explain and analyse evidence.
- The development of fieldwork skills across each year group.
- A deep interest and knowledge of pupils' locality and how it differs from other areas of the world.
- A growing understanding of geographical terms and vocabulary.

Kapow Primary's Geography scheme of work enables pupils to meet the end of key stage attainment targets in the National curriculum.

Implementation:

Early Years

Geography is taught in Early Years Foundation Stage as an integral part of the topic work through child-initiated and adult led activities. Foundation Stage Geography is where a child begins to make sense of the physical world around them. Children will learn through first hand experiences to explore, observe, problem solve, predict, make decisions and talk about the creatures, people, plants and objects in their natural environments. Children learn about seasons, the weather, features in the local area and the buildings that surround them.

Early Learning Goal – Understanding the world: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why things occur, and talk about changes.

Key Stage 1 and 2

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject specific vocabulary relating to human and physical geography and begin to use geographical skills, including first- hand observation, to enhance their locational awareness.

In Key Stage 1 pupils should be able to:

Locational Knowledge

- Name and locate the world' seven continents and five oceans.
- Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.

Place Knowledge

- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.

Human and Physical Geography

- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
- Use basic geographical vocabulary to refer to:
 - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.
 - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

Geographical Skills and Fieldwork

- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.
- Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map.
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.
- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

In Key Stage 2 pupils should be able to:

Locational Knowledge

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).

Place Knowledge

- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America.

Human and Physical Geography

- Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
- Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

Geographical Skills and Fieldwork

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

The Kapow Primary Scheme is used as a basis to plan and teach geography sessions; ensuring full coverage of content of the National Curriculum. It is a spiral curriculum, with essential knowledge and skills revisited with increasing complexity, allowing pupils to revise and build on their previous learning. Locational knowledge, in particular, will be reviewed in each unit to coincide with our belief that this will consolidate children's understanding of key concepts, such as scale and place, in geography.

Each session identifies clearly the skills and knowledge to be taught which enables progression, both throughout the year, as well as throughout the school.

It is important that children develop the skills of a geographer by fully immersing in all areas of the subject. The local area is utilised wherever possible to achieve desired outcomes, with opportunities for learning outside of the classroom and embedded in practice. School trips and field work also provide first-hand experiences which enhance children's understanding of the world beyond their locality. This makes fieldwork regular and accessible while giving children a thorough understanding of their locality, providing a solid foundation when comparing it with other places.

Lessons incorporate various teaching strategies from independent tasks to paired and group work, including practical hands-on, computer-based and collaborative tasks.

This variety means that lessons are engaging and appeal to those with a variety of learning styles. Differentiated guidance is available for every lesson to ensure that all pupils can access learning, and opportunities to stretch pupils' learning are available when required. Knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary.

Strong subject knowledge is vital for staff to deliver a highly effective and robust Geography curriculum. Each unit of lessons includes multiple teacher videos to develop subject knowledge and support the CPD of staff. Kapow Primary has been created to ensure that teachers feel confident delivering the full Geography curriculum, and every effort has been made to ensure that staff feel supported to deliver lessons of a high standard that ensure pupil progression.

Inclusion

At Barley Mow Primary School, all pupils are entitled to:

- A broad and balanced geography curriculum, based on high teacher expectations;
- Develop their geography knowledge and skills in order to fulfil their potential;
- Receive continuous and progressive opportunities in school to use and learn about geography regardless of gender, race or ability.
- Geography taught in a way appropriate to each child's capabilities with differentiation through: type of content and outcome of activities, questioning, input including the type and use of resources and amount of teacher guidance.

Impact:

After implementing Kapow Primary Geography, pupils should 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.

The expected impact of following the Kapow Primary Geography scheme of work is that children will:

- Compare and contrast human and physical features to describe and understand similarities and differences between various places in the UK, Europe and the Americas.
- Name, locate and understand where and why the physical elements of our world are located and how they interact, including processes over time relating to climate, biomes, natural disasters and the water cycle.
- Understand how humans use the land for economic and trading purposes, including how the distribution of natural resources has shaped this.
- Develop an appreciation for how humans are impacted by and have evolved around the physical geography surrounding them and how humans have had an impact on the environment, both positive and negative.
- Develop a sense of location and place around the UK and some areas of the wider world using the eight-points of a compass, four and six-figure grid references, symbols and keys on maps, globes, atlases, aerial photographs and digital mapping.

Monitoring and Evaluation

The Geography Subject Leader and Senior Management Team are responsible for the monitoring and evaluation of:

- Curriculum coverage
- The quality of teaching and learning
- Standards of achievement

This will be carried out through:

- Evaluation of medium- and short-term planning;
- Scrutiny of work samples;
- Noting and tracking children against National Curriculum expectations;
- Observation of classroom practice in line with school policy.
- Learning Walks
- Pupil Conferencing

The Role of the Subject Leader:

It is the responsibility of the Geography Leader to:

- Take a lead in policy development.
- Create, maintain and evaluate action plans and audits.
- Take steps to keep up with developments and inform colleagues as appropriate.
- Keep staff updated with changes and updates from Kapow.
- Support colleagues in their teaching of geography content and developing subject knowledge
- Identify the need for individual support in the form of CPD.

Role of the Teacher

Each class teacher is responsible for the day to day implementation of the geography policy within their own classroom. Responsibilities include:

- Planning effectively for geography lessons in termly and weekly plans
- Ensuring progression of geography skills with regard to the National Curriculum of Geography
- Developing and updating skills, knowledge and understanding of geography
- Identifying what resources are needed for lessons and liaising with subject leader to purchase if necessary.

Support and advice will be available, when appropriate, from the geography leader.

Resources

Resources available include: reference books, textbooks, teacher prepared materials, pictures, photographs, maps and atlases, globes, digital map referencing software.

Resources will be kept in the geography resource breakout space and sometimes in classrooms.

Assessment

Each unit taught in KS1 and KS2 will be assessed using methods selected by the teacher as the most appropriate way to assess what children have learnt. This may be achieved through:

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| • Questioning | • Mind maps |
| • Observing | • Quizzes |
| • Discussion | • Written tasks |

Teachers will use regular formative assessment to inform future planning, to ensure progress and to address misconceptions. These regular assessments will support teachers in their final judgement at the end of each term. End of year assessments will be completed and stored in the assessment folder in resources to enable the Geography lead and members of the SLT to monitor standards.

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