



# Geography Policy

**May 2025**

**Approved by the Governing Body Strategy Group 21/05/25**

**This Policy is due for renewal in Term 5  
2027–28**



# **GEOGRAPHY POLICY**

## **OF**

### **GODINTON PRIMARY SCHOOL**

#### **SECTION 1 – INTENT**

##### **INTENT (as displayed on the school website)**

Our geographical adventure takes our children on an exciting journey through their local environment, around the United Kingdom and out into the wider world, igniting curiosity and encouraging travel and exploration in adulthood. We want our children to be able to consider places in the world they would like to visit and to make informed choices about their activity and the impact this has on the environment around them.

Our Geography curriculum is intended to provoke and provide answers to questions about the natural and human aspects of the world including an awareness of the relationship between humans and the environment that will remain with them for the rest of their lives. Our curriculum equips children with an understanding of diverse places, landscapes, people, resources, climates and environments in a progressive manner in which knowledge and skills are developed over time. It is our intention that our Geography curriculum will enable children to develop geographical knowledge and skills that are also transferrable to other curriculum areas.

As part of our Guiding Stars curriculum, Geography is the leading light subject for ‘**Risk Taking**’.

Within our Geography curriculum, the children will find out about the places explored, investigated and discovered by others. They learn about how settlers made decisions as to the best places to live and how they developed these areas in order to survive. The children discover why some places are better suited to survival than others, such as the Amazon Rainforest, African Plains or the Antarctic. Maps and plans are used to investigate journeys into the known and the unknown, using evidence to understand what might lie ahead. The children learn how the planet’s climate has led communities to minimise the risks that adverse climate conditions create and how humans have taken risks with our environment and the impact this has. The children develop their own interest in exploring new places and ask questions, such as what is this place like.

#### **SECTION 2 – TEACHING AND LEARNING STYLE**

**2.1** We use a variety of teaching and learning styles in our geography lessons. We believe in whole-class teaching methods and we combine these with enquiry-based research activities. We encourage children to ask as well as answer geographical questions. 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 IT 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.

**2.2** We recognise the fact that there are children of widely different geographical abilities in all classes and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, some children not completing all tasks or children starting activities at different points;
- providing resources of different complexity according to the ability of the child;
- using Teaching Assistants to support the work of individual children or groups of children.

## **SECTION 3 – CURRICULUM STRUCTURE AND PLANNING**

### **IMPLEMENTATION**

Across the school, each year group is allocated at least two areas of Geographical study. In Key Stage 1, each geography unit is taught as a series of lessons over 6–8 weeks. In Key Stage Two, the geography unit is usually taught over a longer period, usually 10–12 weeks.

Our Geography curriculum focuses on a wide range of Geographical aspects, incorporating both physical and human geography. During a child's time at Godinton, children will learn about their local area, their home county of Kent and also develop their geographical knowledge of the United Kingdom and the wider world. Our locational studies include but are not limited to our local area of Godinton and the town of Ashford, The City of Canterbury, Paris, The landscape of the USA, The Caribbean, The Amazon Rainforest and an African country. During our curriculum design, we placed high importance on using our local area to enable fieldwork opportunities to take place. During their Geographical adventures at Godinton, our children will visit their local area, the Town of Ashford, the City of Canterbury, a local beach and a local river to enable them to make observations and comparisons as well as developing and utilizing their skills such as map reading, taking measurements and collecting data. The children explore climates and consider the environmental impact of issues such as deforestation.

Lessons are planned carefully to ensure that children gain a good geographical knowledge of the place or geographical feature being studied. Alongside developing pupils' geographical knowledge, teachers plan lessons to develop geographical skills, building on prior learning.

As the children progress through their geographical journey, it is important that the children develop progressive geographical skills. Our key skills have been carefully selected



to ensure that children at Godinton leave us with a skill base that they can continue to develop as they move on to Secondary School.

## **SECTION 4 – EYFS**

**4.1** Geography appears under the specific area of **Understanding the World** and in Reception Classes, Geography is taught through a play-based and interactive approach under termly topics. . Where possible, we aim to make strong links to the children's own experiences and interests, particularly through our 'I Wonder...' lessons. The children's own questions form the starting point of our planning and allow the children to gain knowledge and understanding of concepts and ideas in a way that is meaningful to them. Geography makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world. Through activities children are taught to recognise similarities and differences between our country and others, and they explore how the changing seasons affect the landscape around us. Our children become familiar with maps and what they represent, and they learn how to make simple ones of their own linked to stories, their imagination, or their immediate environment such as classroom, playground or home.

## **SECTION 5 – THE CONTRIBUTION OF GEOGRAPHY TO OTHER CURRICULUM AREAS**

Through our planning, we develop links across the curriculum:

### **5.1 English**

Geography contributes to the teaching of English in our school because it actively promotes the skills of reading, writing, speaking and listening. With our Learning Adventure approach to curriculum planning, class teachers will make use of relevant links between subjects; including the use of texts which relate to Geography, reading newspaper reports on geographical matters or making use of environmental issues are all ways of developing the children's writing or reading ability.

### **5.2 Mathematics**

Geography in our school contributes to the teaching of mathematics in a variety of ways. We teach the children how to represent objects with maps. The children study space, scale and distance and they learn how to use four- and six-figure grid references. They also use graphs to explore, analyse and illustrate a variety of data.

### **5.3 Computing**

We make provision for the children to use the computer in geography lessons where appropriate. Where appropriate, we incorporate ICT in our geography curriculum planning. Children use ICT in geography to enhance their skills in data handling and in presenting written work. They research information through the Internet. We also offer children the opportunity to use the digital camera to record and use photographic images.

### **5.4 Personal, social and health education (PSHE) and citizenship**



Geography contributes significantly to the teaching of personal, social and health education and citizenship. Firstly, the subject matter lends itself to raising matters of citizenship and social welfare. For example, children study the way people re-cycle material and how environments are changed for better or for worse. Secondly, the nature of the subject means that children have the opportunity to take part in debates and discussions. We allow them to organize campaigns on matters of concern to them, such as helping the poor or homeless. Thus geography in our school promotes the concept of positive citizenship.

### **5.5 Spiritual, moral, social and cultural development and British Values**

We offer children in our school many opportunities to examine the fundamental questions in life through the medium of geography. For example, their work on the changing landscape and environmental issues leads children to ask questions about the evolution of the planet. We encourage the children to reflect on the impact of mankind on our world in relation to sustainable development. Through teaching about contrasting localities, we enable the children to learn about inequality and injustice in the world. We help children to develop their knowledge and understanding of different cultures so that they learn to avoid stereotyping other people and acquire a positive attitude towards others. We support the children's social development by teaching them about how society works to resolve difficult issues of economic development. Geography contributes to the children's appreciation of what is right and wrong by raising many moral questions during the programme of study.

## **SECTION 6 – TEACHING GEOGRAPHY TO CHILDREN WITH ADDITIONAL EDUCATIONAL NEEDS**

At Godinton Primary School we teach geography to all children, at levels suitable to all abilities. Geography forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our geography teaching we provide learning opportunities that match the needs of children with specific learning difficulties and we take into account the targets set for individual children. Children with English as an additional language may also require additional support.

## **SECTION 7 – ASSESSMENT, RECORDING AND REPORTING**

**7.1** Teachers assess children's work in Geography by making assessments as they observe them working during lessons or when they mark their work. Teachers will record any significant observations and evaluations on the flipchart planning or in their day books. Children also receive verbal feedback about their work and how it can be improved as the lesson progresses. We hold assessment records centrally on Arbor which teachers update regularly. The assessment records identify whether children are working at age expected levels, working towards age expected levels or working at greater depth. These records are passed on to the next class teacher to inform their planning. Teachers also use these assessments to complete children's reports to parents three times a year which report both effort and attainment.



**7.2** The geography subject leader keeps samples of the children's work in a portfolio which shows what the expected level of achievement is in geography in each year of the school.

## **SECTION 8 – RESOURCES**

We have sufficient resources in our school to be able to teach geography topics which cover all the requirements of our school curriculum. We keep these resources in a central store where there are themed boxes of equipment which contain resources for all the topics usually taught. We also aim to keep a collection of geography equipment which the children use to gather weather data, and sets of atlases across both key stages which were purchased in 2020 and 2023, as well as books to enhance staff knowledge. In school, we are continuing to build a good supply of geography topic books and a range of educational websites to support the children's individual research.

## **SECTION 9 – 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.

## **SECTION 10 – EQUAL OPPORTUNITIES**

At Godinton Primary School, we are committed to ensuring equality of opportunity for all members of our school community irrespective of race, religion or belief, gender, gender reassignment, disability, sexual orientation, age, pregnancy or maternity, marriage and civil partnership or socio-economic background. We are determined to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life.

We tackle discrimination through the positive promotion of equality by challenging stereotypes and by creating an environment that champions respect for all. At Godinton Primary School, we believe that diversity is a strength that should be respected and celebrated by all those who learn, teach and visit us.

All school policies have an explicit aim of promoting equality and will be reviewed in terms of their contribution and effectiveness in achieving this aim.

## **SECTION 11 – CHILDREN IN CARE (previously known as Looked After Children)**

As for all our pupils, Godinton Primary School is committed to helping every Child in Care (CIC) to achieve the highest standards they can. To this end staff will ensure that in delivering the curriculum they set suitable learning challenges of CIC, respond to the diverse learning needs of CIC, and help to overcome the potential barriers to learning and assessment for CIC. The geography coordinator will support staff in doing this within this subject.



## **SECTION 12 – MONITORING AND REVIEW**

The geography subject leader and curriculum lead are 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 evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. We allocate time for the vital task of reviewing samples of children's work and, when it is possible, for visiting classes to observe teaching in the subject.

The policy is reviewed every two years.