



Geography Policy



In Geography, our children learn about our changing world and how it has come to be. We aspire for our pupils to appreciate the importance and uniqueness of Geography. Our children will leave school with a deep knowledge of Geography, ready to carry on their learning to high school and beyond, knowing about developments in the world prompted by human and physical changes together with memorable experiences of fieldwork in Geography. We want our children to ask questions about the world, notice and explain important changes and appreciate the environment around us, understanding the part we play as stewards of our community both in our local area and wider world.

We teach three units of Geography each year. In EYFS, children develop their understanding through exploring their local area, the natural world and the many locations encountered in class texts. In KS1, we focus on building children's locational and place knowledge and their skills in fieldwork. Through these units, the children develop a knowledge of human and physical geography. As our children progress to KS2, they study units focusing on key human and physical geographical changes. This allows our children to develop their geography skills sequentially and leave school with a solid understanding of how the world works.

Units are enhanced by fieldwork projects that take place in every year group in a relevant unit. These projects allow the children to not only know key information from their geography units but also how geographers work and learn about the world.

Throughout geography lessons, teachers are continuously assessing children's progress and attainment. Children's attainment is also assessed at the end of the unit through an essay (KS2) or relevant fieldwork task. Subject leader monitoring takes place through pupil voice, book looks and lesson drop ins combined with staff dialogue.