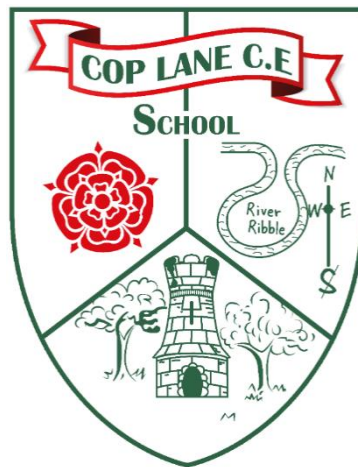


Cop Lane C.E Primary School



Geography Policy July 2025

This policy is embedded in our school's mission statement and distinctive Christian vision:

A welcoming Christian community, committed to one another, giving our very best at all times.

Our church school is a welcoming and caring Christian family where everyone is valued and supported so that they can flourish. We aim to instill a lifelong love of learning and nurture everyone's individual talents. Through Jesus Christ, our aspirations, hopes and dreams can be achieved.

'I can do all things through Christ who strengthens me.'

Philippians 4.13

Vision

At Cop Lane C.E. Primary School, we aim to develop children's curiosity about their immediate surroundings and the wider world. Our geography curriculum inspires interest and a desire to investigate a variety of human and physical characteristics of places both local and global. We believe that, to become well-rounded citizens, children must understand the differences between places, cultures, and how these change over time.

We provide rich opportunities for children to use a range of geographical skills to understand, analyse, and communicate information both collaboratively and independently. These are applied inside the classroom and through practical fieldwork and educational visits. Geography is a vehicle through which pupils can learn about sustainability, diversity, and global interdependence.

Spirituality

At Cop Lane C.E. Primary School, we believe that Geography nurtures the spiritual growth of our pupils by encouraging them to marvel at the beauty, complexity, and diversity of the natural world and human environments. Through exploring places, spaces, and processes, pupils develop a sense of awe and wonder for the interconnectedness of life on Earth.

Geography inspires children to reflect on their relationship with the world around them, fostering an appreciation of its fragility and the need to care for it as responsible global citizens. By studying diverse cultures, landscapes, and ecosystems, pupils grow in their understanding of the shared humanity that connects us all, while also celebrating the uniqueness of different communities and environments.

We encourage children to consider profound questions about their world: How have humans shaped the planet? How can we balance the needs of people with the preservation of our environment? What is our role in sustaining the Earth for future generations? These reflections help pupils develop compassion, empathy, and a deep respect for the natural and human world.

Through hands-on experiences, such as fieldwork, and the study of global challenges like climate change, Geography at Cop Lane C.E. Primary School enables pupils to see themselves as stewards of the planet. It empowers them to make informed choices, fostering a lifelong sense of responsibility and care for the Earth and its inhabitants.

Purpose of Study

Our geography curriculum seeks to inspire in pupils a lasting curiosity and fascination about the world and its people. Teaching equips children with knowledge about diverse places, people, resources, and natural and human environments, along with a deep understanding of the Earth's key physical and human processes.

As pupils progress, they will develop an understanding of the interaction between physical and human processes, and how these shape and change landscapes over time. Through real-life context and practical experiences, pupils gain the skills and confidence to explore, question and evaluate the world around them.

Aims

Intent

- To build a geography curriculum that deepens understanding and develops knowledge of the world.
- To ensure children know more, remember more, and can apply geographical knowledge and skills.
- To promote awareness of environmental responsibility, sustainability, and global citizenship.

Implementation

- A clear and comprehensive scheme of work aligned with the National Curriculum.
- Progression across all key stages in the following strands:
 - Locational knowledge
 - Place knowledge
 - Human and physical geography
 - Geographical skills and fieldwork
- Use of a wide range of resources: atlases, maps, digital tools (e.g., Google Earth, Digimap), aerial photographs, statistics, and texts.
- Hands-on experiences through fieldwork in the local environment.
- Enrichment through educational visits and cultural capital activities.
- Cross-curricular links where appropriate.

- Use of a skills and knowledge progression map to ensure clear development through the school.
- Reference to British Values and PSHE, developing an understanding of human responsibility and care for the planet.

Impact

- Children achieve age-related expectations by the end of their year group.
- Pupils retain knowledge with real-life relevance and context.
- Children apply geography to understand their locality and global interconnections.
- Pupils demonstrate enquiry skills, collaborate effectively, and solve problems.
- Children act as responsible citizens who value and respect their environment.

Curriculum

EYFS

In Reception, geography is taught as part of Understanding the World. Pupils explore different places, habitats, weather, and the local area through play, stories, and practical investigation. This lays the foundation for later geographical knowledge and skills.

KS1

Pupils explore their local area and a contrasting location in the UK or overseas. They begin to understand geographical vocabulary and develop enquiry skills using maps, photographs, and simple fieldwork. They ask and answer geographical questions about people, places, and environments.

KS2

Pupils expand their understanding of locations in the UK, Europe, and the wider world. They learn how people affect, and are affected by, the environment. They build enquiry and fieldwork skills, using maps, plans, satellite images, and digital tools. Pupils analyse patterns, draw comparisons, and understand geographical processes.

A progression framework ensures pupils revisit and build on key knowledge and skills throughout their primary years.

Teaching and Learning

Geography is taught through whole-class instruction, small group tasks, individual work, and enquiry-based learning. Pupils:

- Ask and answer geographical questions.
- Use maps, digital tools, and images.
- Investigate real-world issues such as climate change or urbanisation.
- Present findings through discussion, writing, or presentations.
- Engage with local issues through practical fieldwork and study.

Adaptive Teaching

Our curriculum is ambitious and accessible to all. We use adaptive teaching strategies to ensure all learners can access geography:

- Clear modelling and explanations
- Scaffolding using supportive tools
- Cognitive/metacognitive strategies
- Flexible grouping
- Appropriate use of technology

More Able

Teachers provide additional challenge through higher-order questioning, open-ended enquiry, and opportunities for independent research. We aim to give the more able pupils the opportunity to extend their geographical thinking and understanding through targeted questioning and activities that challenge their problem solving and enquiry skills.

SEND

Teachers differentiate activities and resources to meet the needs of pupils with SEND. Geography is accessible to all through adapted materials and targeted support, planned in line with the SEND Code of Practice.

Children are given access to geography irrespective of ability, race and gender (see Equal Opportunities Policy). Teachers are responsible for the learning of all children in the class.

This may involve formulating individual learning programmes for any children with particular needs.

Provision for pupils with Special Educational Needs is planned in line with the Code of Practice for SEND. Tasks are adapted and matched according to the abilities of the pupils.

Fieldwork and Enrichment

Fieldwork is an integral part of our curriculum. Pupils explore the school grounds, local parks, rivers, and nearby towns. They develop practical mapping skills and experience geographical concepts in context. Educational visits enhance cultural capital and deepen geographical understanding.

Use of Technology

We use technology to enhance learning, including:

- * Google Earth, Digimap for Schools
- * Online atlases and mapping tools
- * Weather tracking apps
- * Interactive quizzes and virtual fieldwork platforms

Pupil Voice and Global Citizenship

We listen to pupil feedback to improve our curriculum. Children are encouraged to lead investigations, present findings, and suggest areas for study.

We promote global citizenship through topics on sustainability, fair trade, and environmental responsibility, aligning with the UN Sustainable Development Goals

Geography Curriculum Planning

Geography is planned with disciplinary and substantive concepts at its heart. The disciplinary concepts thread throughout key stages to ensure that units are progressive and built upon. (See appendix)

Our curriculum focuses on enquiry questions which focus the children's learning. The substantive concepts are then used to ensure coverage of skills.

We ensure that all National Curriculum objectives are met while fostering cross-curricular links. Planning includes:

- * Long-term overviews to ensure full curriculum coverage
- * Medium-term plans with key knowledge, skills, and vocabulary
- * Daily lesson plans with differentiated learning objectives
- * Local and global case studies to promote understanding of inequality, sustainability, and cultural diversity

Children engage in independent and collaborative studies and compare different locations to build global awareness.

Our geography curriculum planning is delivered through a cross-curricular approach. We combine geographical study with work in other subject areas.

This promotes enthusiasm and provides an enriched curriculum.

Assessment/ recording/ monitoring

We assess the children's work in geography by making informal judgements as we observe them

during lessons. Once children complete a unit of work, we make a summary judgement of the work and consider whether they are meeting the year group expected standard, they are working towards this or are working as a deeper learner.

Geography work is recording in geography books, through book creator, photos, discussion and experiences.

The geography subject leader monitors the teaching and learning of pupil through regular pupil book study sessions, recording children's voice, observing videos and comments on book creator and through looking at pupils work.

The geography subject leader supports teachers and gives the Headteacher an annual action plan in which he/ she evaluates improvement plans and indicates areas for further improvements.

This policy was reviewed in July 2025 by Mrs Claire Dugdale

It will be reviewed again in March 2028 or sooner if needed.

(NB recommendation – on a three-yearly cycle)

Signed: I. Ashmore

Appendix A

| | Autumn Term | Spring Term | Summer Term |
|---|--|--|--|
| 1 | <p><u>Our World</u></p> <p><u>LO – Is the UK a continent?</u></p> <p>Location - Mapping</p> <p><u>The United Kingdom</u></p> <p>Where are the countries in the UK and what makes them unique?</p> <p>Location - Mapping</p> <p><u>Volcanoes</u></p> <p>How do volcanoes shape the land and life in Hawaii?</p> <p>Physical - Mapping</p> | <p><u>Australia</u></p> <p><u>Is it ever cold in Australia?</u></p> <p>Physical – Similarities and Differences</p> <p><u>Weather and Climate</u></p> <p>Where in the world is home for Denise and how does it compare with where I live?</p> <p>Physical - Fieldwork</p> <p><u>Conservation of Bees</u></p> <p>Why are bees important to our environment and how can we help protect them?</p> <p>Human - Fieldwork</p> <p><u>Water</u></p> <p>Where does Water come from?</p> <p>Human - Mapping</p> <p><u>Greece</u></p> <p>What is the landscape and climate like in Greece and how does it compare to the UK?</p> <p>Location - Similarities and Differences</p> <p><u>Economical Trade</u></p> <p>How sustainable is the UK Economy?</p> <p>Human - Fieldwork</p> | <p><u>Our Local Area</u></p> <p><u>Fieldwork – How far do I live from school?</u></p> <p>Place - Fieldwork</p> <p><u>Seaside</u></p> <p>What makes Blackpool a popular seaside holiday?</p> <p>Place - Mapping</p> <p><u>Local Link – Penwortham</u></p> <p>How do the physical and human features of Lancashire and Penwortham shape the lives of their communities?</p> <p>Place - Mapping</p> <p><u>Biomes</u></p> <p>How do the different biomes in Spain support diverse ecosystems and human activities?</p> <p>Physical - Fieldwork</p> <p><u>Rivers</u></p> <p>What are the advantages and disadvantages of working in the Amazon?</p> <p>Physical - Mapping</p> <p><u>Coastal Erosion</u></p> <p>How is coastal erosion affecting the environment and communities in Norfolk, and what measures are being taken to manage it?</p> <p>Physical - Mapping</p> |
| 2 | | | |
| 3 | | | |
| 4 | <p><u>Africa</u></p> <p>What are the similarities and difference with South Africa and the UK</p> <p>Location - Mapping</p> <p><u>Preston Docks</u></p> <p>Why was the river Ribble an important trade route?</p> <p>Place - Mapping</p> | | |
| 5 | <p><u>Local – Windermere</u></p> <p>How and why has land use changed since World War II?</p> <p>Place - Similarities and Differences</p> | | |
| 6 | | | |