

**Broadbent Fold Primary School
and Nursery**

Geography Policy



January 2026

In line with the Equalities Act (2010) we aim to ensure that any child, irrespective of protected characteristics (These are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation) is treated fairly and with respect. The law states that the public sector equality duty includes a general duty to “Foster good relations between people who share a protected characteristic and those who do not.” This policy can be adapted to suit individual needs.

Aims and Objectives

Geography teaches an understanding of places and environments.

The aims of geography are:

- to enable children to gain a knowledge and understanding of places around the world;
- to increase children’s knowledge of other cultures, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country.
- to allow children to learn graphic skills, including how to use, draw and interpret maps.
- to enable children to know and understand environmental problems at a local, regional and global level, thus supporting the school’s ‘Rights Respecting Schools Award’.
- to encourage in children a commitment to sustainable development and an appreciation of what ‘global citizenship’ means.
- to develop a variety of other skills, including those of enquiry, problem solving, ICT, investigation and how to present their conclusions most appropriately.
- To encourage pupils to explore employment opportunities related to geography in and around Manchester.

Teaching and learning style

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 linked to a whole-class learning journey of geographical knowledge. We provide suitable learning opportunities for all children by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of varying difficulty, enabling all children to work to their full potential;
- providing a range of challenges using different resources;
- adaptive teaching- exploring pupils’ interests.

Geography Curriculum Planning

We use the national curriculum scheme of work for geography as the basis for our curriculum planning. We have adapted the national scheme to the local circumstances of our school. Our curriculum planning is in three phases: long-term, medium-term and short-term and within this planning, the teaching of geography is identified through topics to ensure that we are making the most out of creative and cross-curricular opportunities. The

key geography knowledge for Key Stage 1 and 2 has been blocked into 4 units: Locational Knowledge, Place Knowledge, Human and Physical Geography and Geography Skills and Fieldwork.

The subject leader oversees the curriculum coverage to ensure that teaching builds upon prior learning and that key stage curriculum requirements are met. Children of all abilities have the opportunity to develop their skills and knowledge and through planned progression built into the scheme of work, we offer them an increasing challenge as they move up through the school.

Early Years Foundation Stage (EYFS)

We teach geography in the EYFS 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. Geography makes a significant contribution to the ELG objectives of developing a child’s knowledge and understanding of the world.

In both Key Stages 1 and 2, children will study four strands. These are:

1. Geographical enquiry and Skills.
2. Knowledge and understanding of places. (Human Geography)
3. Knowledge and understanding of patterns and processes. (Physical Geography)
4. Knowledge and understanding of environmental change and sustainable development.

Key Stage 1

Geography is about developing knowledge, skills and understanding relating to the children’s own environment and the people who live there and developing an awareness of the wider world through cross-curricular topics.

| Identifying key knowledge and geographical skills in Key Stage 1 | | | | |
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| <ul style="list-style-type: none"> The national curriculum requirements are presented in Key Stages. The key knowledge outlined here are therefore presented in national curriculum themes enabling leaders to make choices as to when they are taught. The geography knowledge learning in Key Stage 1 can be blocked into four main units: | | | | |
| Locational knowledge | Place knowledge | Human and physical geography | | Skills and fieldwork |
| <ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Name and locate the world’s seven continents and five oceans. | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. City, town, village, factory, farm, house, office, port, harbour and shop. | <ul style="list-style-type: none"> Use world maps, atlases and globes; Use simple compass directions; Use aerial photos, construct simple maps; Undertake simple fieldwork within school locality. |
| <ul style="list-style-type: none"> Know the names of the four countries that make up the UK and name the three main seas that surround the UK; Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland; Know the names of and locate the seven continents of the world; Know the names of and locate the five oceans of the world. | <ul style="list-style-type: none"> Know features of hot and cold places in the world; Know where the equator, North Pole and South Pole are on a globe; Know the main differences between a place in England and that of a small place in a non-European country; | <ul style="list-style-type: none"> Know which is the hottest and coldest season in the UK; Know and recognise main weather symbols; Know the main differences between city, town and village; Identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach; Explain some of the advantages and disadvantages of living in a city or village. | <ul style="list-style-type: none"> Know which is N, E, S and W on a compass; Know their address, including postcode; Know and use the terminologies: left and right; below, next to. | |

Key Stage 2

Geography is about developing knowledge, skills and understanding relating to people, places and environments at different scales in the United Kingdom and overseas and an appreciation of how places relate to each other and the wider world through cross-curricular topics. Topics show knowledge is consolidated and progressive steps are made.

| Geography: Key Stage 2 | | | |
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| Locational knowledge | | | |
| | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> 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). |
| Year 3 | <ul style="list-style-type: none"> Know the names of and locate at least eight European countries. | <ul style="list-style-type: none"> Know the names of and locate at least eight counties and at least six cities in England. | <ul style="list-style-type: none"> Know the names of four countries from the southern and four from the northern hemisphere. |
| Year 4 | <ul style="list-style-type: none"> Know the names of and locate at least eight major capital cities across the world. | <ul style="list-style-type: none"> Know where the main mountain regions are in the UK Know, name and locate the main rivers in the UK. | <ul style="list-style-type: none"> Know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map; Know what is meant by the term 'tropics'. |
| Year 5 | <ul style="list-style-type: none"> Know the names of a number of European capitals; Know the names of, and locate, a number of South or North American countries. | | |
| Year 6 | | | <ul style="list-style-type: none"> Know about time zones and work out differences. |

| Geography: Key Stage 2 | | | |
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| Place knowledge | Human and physical geography | | |
| <ul style="list-style-type: none"> 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 within North or South America. | <ul style="list-style-type: none"> Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. | <ul style="list-style-type: none"> 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. | |
| Year 3 | <ul style="list-style-type: none"> Know at least five differences between living in the UK and a Mediterranean country. | <ul style="list-style-type: none"> Know what causes an earthquake; Label the different parts of a volcano. | |
| Year 4 | | <ul style="list-style-type: none"> Know and label the main features of a river; Know the name of and locate a number of the world's longest rivers; Know the names of some of the world's highest mountains; Explain the features of a water cycle. | <ul style="list-style-type: none"> Know why most cities are located by a river. |
| Year 5 | <ul style="list-style-type: none"> Know key differences between living in the UK and in a country in either North or South America. | <ul style="list-style-type: none"> Know what is meant by biomes and what are the features of a specific biome; Label layers of a rainforest and know what deforestation is. | |
| Year 6 | | <ul style="list-style-type: none"> Know the names of and locate some of the world's deserts. | <ul style="list-style-type: none"> Know why industrial areas and ports are important; Know main human and physical differences between developed and third world countries. |

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Teaching Geography to children with SEN

At Broadbent Fold, we teach geography to all children, whatever their ability and adapting lessons accordingly. Geography forms part of the school curriculum policy to provide a broad and balanced education to all children. We enable pupils to have access to the full range of activities and provision, involved in learning about geography.

Assessment

Teachers assess children's work in geography as they observe them working during lessons. They record the progress that children make by assessing the children's work against the national curriculum. This allows the teacher to make termly assessments to track attainment and progress for each child.

Resources

We have sufficient resources and equipment in our school to be able to teach all of the geography units from the national curriculum. We have a good supply of geography topic books and access to a wide range of educational websites to support children's learning, in addition to a fantastic outdoor learning environment. Classrooms have maps and globes to refer to for their geographical study.

Fieldwork

Fieldwork is an integral part to good geography teaching and we include as many opportunities as we can to involve children in practical geographical research and enquiry. All children carry out an investigation into the local environment, and we give them opportunities to observe and record information around the school site and beyond. OS map reading is developed and encouraged throughout their learning.

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. Moderation takes place termly and reported to SLT and governors.

