

'So in everything, do to others what you would have them do to you.'  
Matthew 7:12

## Geography Policy



### Our School Vision

*"Without geography, you're nowhere." — Jimmy Buffett (Singer/Author).*

At St Mark's Primary School, we want to inspire children with a love for exploring the world around them through geography. By understanding the variety of landscapes and environments, we can help children appreciate different cultures and communities. We aim to provide children with an understanding of geographical concepts enabling them to develop a deep appreciation for the beauty and diversity of our planet.

### Intent

At St Marks Primary School, we believe that geography is vital in supporting our pupils' knowledge of their local and wider community and enables them to better relate and appreciate the different perspectives and lives that people live around the world. Children are encouraged to think and explore as Geographers and to develop a greater understanding and appreciation for the world and their place within it. The curriculum is designed to ensure that teaching equips pupils with knowledge about diverse places, people, resources, and natural phenomenon whilst inspiring curiosity and fascination about the world we live in. We aspire for pupils to apply their knowledge practically using fieldwork and for them to continue to explore and discover from reception to Year 6.

### Implementation

Geography is taught progressively in blocks throughout the year, so that children are fully emersed in their learning and can access skills at a deeper level. As our school is composed of smaller mixed-aged classes, we have devised a two year rolling programme in Class 1- and four-year rolling programme in Class 2.

This provides additional opportunities for pupils to revisit learning and ensure that knowledge is fully embedded and secured in line with the National Curriculum. Geography learning outcomes have been mapped out across the whole school and teachers ensure lessons are progressive and sequenced so that learning is meaningful and appropriate for the level of the children taught.

### Impact

Work produced within books evidences a broad and balanced geography curriculum and demonstrates children's acquisition of identified key knowledge relating to each of the National Curriculum strands as appropriate to their age and needs. As children progress through the school, they will develop deep knowledge, understanding and appreciation for their local community, as well as the wider world. Children leave our school with respect for other cultures and a secure knowledge of world events and larger scale factors affecting our

environment and different countries around the world. This ensures that our pupils are well-prepared for the next steps in their education.

### **Teaching and Learning**

St Mark's geography curriculum is mapped to ensure alignment with the national curriculum content and programme of study. Key knowledge and skills are informed by the KS1 and 2 National Curriculum statements for: Locational Knowledge, Place Knowledge, Human and Physical Geography and Geographical Skills and Fieldwork.

Each unit of learning begins with an umbrella question progression through this unit of learning is driven by hinge questions which incorporate key vocabulary and enable progression of both skills and knowledge through the unit.

A working wall will be used to support and celebrate learning, throughout each unit of work and this will also be used to support the acquisition of key knowledge and the accurate use of key vocabulary.

Teaching and learning in geography is supported by a wealth of resources, including physical resources as well as digital ones. Learning Outside the Classroom is a key feature of geography lessons and specific activities are mapped and planned for if appropriate. These are progressive throughout the school and support the Geographical Skills and Fieldwork strand.

### **Assessment**

Assessment for learning is continuous throughout the planning, teaching, and learning cycle. Assessment is supported by use of the following strategies:

- Observing children at work, individually, in pairs, in a group and in class during whole class teaching.
- Using differentiated, open-ended questions that require children to explain and unpick their understanding.
- Providing effective feedback, including interactive marking through green pen questions where appropriate, to engage children with their learning and to provide opportunities for self-assessment and consolidation.
- Book moderation and monitoring of outcomes of work, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners (with the acquisition of the pre-identified key knowledge of each topic being evidenced through the outcomes).

## **Inclusion Statement**

Every child is given the opportunity to be included in all aspects of school life and in all areas of the curriculum. Teaching and learning in the school ensures that all children are set suitable learning challenges. A broad range of teaching styles are adopted in response to diverse learning needs. We make every effort to overcome potential barriers to learning and assessment for individuals and for groups of children. We aim for St Marks Primary School to be an ideal learning environment for nurturing and developing the whole child.

## **EYFS**

Early years explore geographical themes in line with the EYFS framework. Children are guided to develop a sense of their physical world, as well as their community, through opportunities to explore, observe and find out about people, places, technology, and the environment. Children are assessed according to the Development Matters Attainment targets.

**Reviewed January 2026**

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