

Cams Lane Primary School



Geography Policy

September 2025

Our School Vision Statement

'Together as a Cams Lane family, we will inspire everyone to reach their potential. Guided by our 5 Rs, we will develop independent learners with an awareness of the world around them, ready for the challenges of the future. We will nurture relationships that build confidence and pride within each person.'

Our School Motto

Our motto is the golden thread which permeates our school ethos and drives everything we do in school.

"INSPIRE, BELIEVE, LEARN"

School Values

- Resilience
- Resourcefulness
- Respect
- Reflection
- Responsibility

Intent Statement

To gain a deeper understanding of the four areas of geography identified in the curriculum. Pupils will develop their geographical vocabulary, map skills and knowledge of geographical facts. They will reflect upon and extend their learning opportunities with consolidation, challenge and variety to ensure interest and progress. Pupils will become independent learners and have opportunities to work collaboratively, developing their knowledge of and respect for a range of cultures and lifestyles in the world around them.

Rationale

At Cams Lane Primary School, we believe that Geography helps to develop pupils' understanding of the world in which they live through the study of place, space and environment.

It also inspires children to learn through their own experiences in practical and fieldwork activities.

Through their work in Geography, children gain a knowledge and understanding of their own locality and how it can be compared to other regions in the United Kingdom and in the rest of the world. This helps then children to gain an appreciation of life in other cultures, developing their ideas of global citizenship.

Aims of Policy

- To inspire pupils to contemplate their own place in the world, their values, and their responsibilities to other people and the environment.
- To provide learning opportunities that stimulate and engage children to develop a sense of wonder and interest in the world around them.
- To foster in children an appreciation of sustainable development and a knowledge and understanding of what is meant by 'global citizenship'.
- To ensure sure children become familiar with their own surroundings, the significance of their own locality, and the interaction between people within the environment.
- To develop children's geographical skills, including how to use, draw and interpret maps of different scales, and the technical vocabulary used to implement effective geographical enquiry.
- To ensure children ask appropriate questions, develop research skills and evaluate material to inform opinions.
- To develop a variety of other skills including those of enquiry, problem solving, ICT and investigation, and decide how to present their conclusions in the most appropriate way.
- To be able to use a variety of sources to find information.

Teaching and Learning

At Cams Lane Primary School, we use a range of teaching and learning styles to develop children's learning and key skills in Geography. Through a mixture of whole class teaching and individual/group activities, children have the opportunity to work on their own and to collaborate with each other. In this way, children are able to:

- Use the local environments for fieldwork
- Build models
- Take photographs
- Make use of technology, including the internet
- Use relevant books, pamphlets, leaflets, maps, postcards and atlases
- Experience talks given by visitors
- Visit places of relevance to the topic

Fieldwork

We like to promote fieldwork in our teaching and learning. 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 on our site and in our local area. We like to set tasks which are open-ended and which provide children with resources of varying complexity.

Planning

Early Years Foundation Stage

In the Reception class, children learn about geography within the EYFS curriculum 'Understanding of the World'. The objectives are set out in the Early Learning Goals which underpin the curriculum planning of children aged between three and five years old.

Key Stage 1 and Key Stage 2

We use the National Curriculum objectives as the basis for our Geography planning. We have adapted the national scheme to the local circumstances of our school. Provision for Geography activities is part of the overall topic planning completed for each class on a termly basis.

We plan the topics in Geography so that they build upon prior learning, and we ensure that various objectives are covered across each Key Stage. Children have the opportunity to develop their skills and knowledge in each unit. Through planned progression built around the National Curriculum objectives and a topic approach, we offer children an increasing challenge as they progress through school.

The National Curriculum is followed and provides a full breakdown of the statutory content to be taught within each unit.

The topics are chosen to inspire their enjoyment and love for the world around them. Teachers in Key Stage 1 and Key Stage 2 use the 'Kapow' schemes of work and other quality resources to plan their topics. Topics ensure a progression of knowledge and key skills, with a continuous development of essential key vocabulary.

Key Stage 1 Objectives

Locational knowledge:

- Name and locate the world's continents and oceans.
- Name, locate and identify characteristics of the countries which make up the United Kingdom (UK).

Place knowledge:

Understand the geographical similarities and differences of areas of the UK and of a small area in a contrasting non-European country. Human and physical geography

- Identify seasonal and daily weather patterns in the UK.
- Locate hot and cold areas of the world in relation to the equator.
- Use basic geographical vocabulary to refer to key physical features, as well as human features, including buildings, vegetation and seasons.

Geographical skills and fieldwork:

- Use world maps, atlases and globes to identify the UK and any other countries studied.
- Use simple compass directions, locational terminology and directional language to describe the location of features and routes on a map.
- Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features.
- Devise a simple map and construct basic symbols in a key.
- Use observational skills to study the geography of the school and identify the key human and physical features of the surrounding environment.

Key Stage 2 Objectives

Locational knowledge:

- Use maps to locate countries around the world, concentrating on Europe's and North and South America's environmental regions, major cities and key characteristics.
- Identify counties and cities of the UK, geographical regions and their identifying characteristics, key topographical features and land-use patterns.
- Understand the location and significance of the Tropics of Cancer and Capricorn, the Equator, the Northern and Southern Hemisphere, the Arctic and Antarctic Circle, the Greenwich Meridian and other time zones.

Place knowledge:

- Identify geographical similarities and differences through the study of human and physical geography of one region in the UK, Europe and North or South America.

Human and physical geography:

- Describe and understand key aspects of physical and human geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, the water cycle, types of settlement and land use, economic activity and the distribution of natural resources.

Geographical skills and fieldwork

- Use maps, atlases, globes and digital/computer mapping to locate countries.
- Use the 8 points of a compass and four- and six-figure grid references and symbols to build knowledge.
- Use a range of methods, including sketch maps, plans and graphs, and digital technologies, to record the human and physical features in the local area.
- Assessment, Recording and Reporting
- At Cams Lane Primary School, both formative and summative assessments are used. We assess attainment of National Curriculum objectives in Geography by making informal judgements as we observe the children during lessons.

Assessment, Recording and Reporting

At Cams Lane Primary School, both formative and summative assessments are used. We assess attainment of National Curriculum objectives in Geography by making informal judgements as we observe the children during lessons. Pupils start and end each new topic with a quiz, which informs Class Teachers of progress made and any areas for further revision. Class Teachers keep a record of the attainment of pupils within each topic. Marking is in line with the school marking and feedback policy.

Monitoring and Evaluation

The Geography subject leader and SLT are responsible for monitoring the children's progress, by gathering and analysing teacher assessments, and by completing an annual audit and subsequently creating an action plan for the Head Teacher.

The subject leader and SLT are also responsible for supporting colleagues in the teaching of Geography, informing staff about current developments in the subject, and for providing a strategic lead and direction for the subject in the school.

SEND

Cams Lane Primary School aims to offer a fully inclusive environment, high ambitions and goals for all pupils. We aim to identify and overcome potential barriers to learning and are committed to responding to pupils' diverse needs and abilities.

We provide a broad and balanced curriculum for children. The curriculum is adapted, designed and developed to be ambitious and meet the needs of all SEND pupils. The teachers meet the diverse needs of all children in their class. For some SEND pupils their learning needs will be met through differentiation and adaptive learning, and this can be through setting suitable learning challenges, classroom organisation, teaching materials, teaching styles, questioning and different tasks. Teachers will make requirements and provision, where necessary, to support individuals or groups of children and enable them to participate effectively in curriculum and assessment activities.

A. Rigby
Geography Subject Leader
September 2025