



CURRICULUM POLICY

SUBJECT: Geography
DATE: Autumn Term 2026
2027

SUBJECT LEAD: Shannon Christie
REVIEW DATE: Autumn Term

1. Mission Statement

Geography is an important and valued part of our curriculum. It inspires children to explore, understand and appreciate the world around them and the ways in which it has changed over time. Through geography, children develop an understanding of the relationship between people and the Earth by exploring places, environments and the spaces in which we live. They learn about their own locality and community while developing a curiosity and knowledge of the wider world. We believe geography is best brought to life through real experiences. Children are encouraged to investigate, ask questions, observe and make connections through practical activities, exploration and fieldwork. Our aim is to nurture curious, knowledgeable and responsible young geographers who understand their place in the world and are excited to discover more about it.

2. Intent

As evidenced in our long term plan, each year group is taught two units of geography which have been planned purposefully to help children explore, appreciate and understand the world in which we live and how it has evolved. Vocabulary from previous units (including year 2) is consistently recapped, whilst new vocabulary is introduced at an appropriate pace. Cross-curricular opportunities are encouraged where possible, including school trips, themed days, internal visitors and workshops.

3. Implementation

At Giles Junior School, the geography curriculum has been designed to logically follow the national curriculum so that children are building on their knowledge and skills each year. Each year group teaches two units which focus on two different strands of geography. By the end of year 6, children will have a good understanding of the relationship between the Earth and its people. Theme days are encouraged to introduce new topics, acting as a 'hook' for the learning to ensure children are enthused and engaged throughout their learning. School trips and internal workshops are also supported to support children's passion and understanding.

4. Impact

At Giles Junior School, pupils will investigate a variety of people, places and environments in the United Kingdom and abroad, and start to make links between different places in the world. They will find out how people affect the environment and how they are affected by it. Pupils will carry out geographical enquiry inside and outside the classroom. They will use a range of geographical skills and resources (such as maps, atlases, aerial photographs and ICT) within their inquiries. They will acquire the appropriate practical geographical skills including using suitable vocabulary and fieldwork techniques. Teachers will ensure that links between subjects are maximised.

5. Inclusion

In geography lessons, differentiated activities or resources will be given to support lower-attaining and extend more able pupils. Children with learning difficulties will be identified and have provisions made for their particular needs. Provision for pupils with special needs and any other access issues related to this subject are detailed in the SEND policy. At Giles Junior School we have high expectations of all SEND learners. **See the Geography Inclusion document for further guidance and explanation.**



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6. Health and Safety

Certain health and safety concerns are inherent with Geography, including the storage of sources, risk assessments for school trips or internal workshops, and the use of equipment within lessons.

7. Home Learning Opportunities

Geography home learning is not an expectation, however, teachers may set homework if appropriate to do so within a class project or if there are cross-curricular links that can be made to core homework. Alternatively, recommended websites, books and trips which fit into the specific topics, are detailed in the long term history plan.

8. Assessment

In order to ensure progress is being made in Geography, teachers are required to complete the foundation marking sheet for each lesson to support their tracking of pupils progress and attainment in Geography. The marking sheet should be completed by the class teacher, or whoever taught the lesson (HLTA etc.) for each of the Geography lessons covered within the overall unit. This should be completed as soon as possible after the lesson has finished to ensure that any gaps in skills or knowledge are identified promptly. These should also be referred back to regularly to ensure that future planning is adapted accordingly to guarantee progress is being supported and encouraged. If a child is identified as being greater depth in a lesson, this should not be dismissed and instead should be revisited by the teacher to ensure the children are retaining their skills and knowledge, as well as being given the opportunity to progress them further. This data can then be accessed and used the following year by the next teacher, and help them see how the children in their class have progressed with their Geography learning objectives so that they can meet the needs of their new students more readily.

9. Monitoring

The Geography subject leader will check in with teachers to gain an insight into what has been taught and offer any assistance needed. The subject leader will ensure coverage across all year groups and identify where there may be training needs or further support with planning and assessing staff. This data/information can also be used to support events such as More Able and PPG activities and workshops. Geography book looks and informal learning walks should take place each term to ensure the intent, implementation and impact expectations are consistently in place across the school. Pupil and staff voice is conducted twice a year to ensure staff feel supported and confident in their job roles and children feel engaged, enthused and challenged within their Geography learning. This will all be overseen by the foundation curriculum lead.