



“Creating excellence, embracing all.”

SUBJECT POLICY FOR Geography 2025

Subject Lead: Jenny Thomas
Curriculum Action Team: Humanities
Headteacher: Jo Reid
Chair of Governors: Sue Miller
Renewal date: September 2026

**Policy to be determined 26th November 2025
Botley School governing board**

Botley School Vision statement

A high-quality education in a positive and happy school, where everyone is included, celebrated and encouraged to be a creative lifelong learner.

Botley School Values

Inclusivity Teamwork Kindness Respect Resilience Creativity



“In our changing world, nothing changes more than geography” - Pearl S Buck

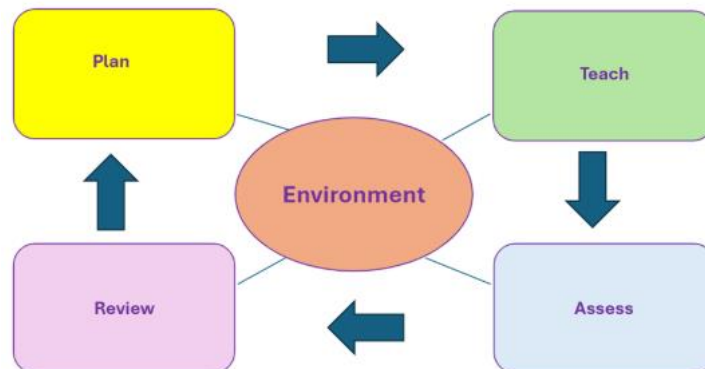
*"Geography explains the past, illuminates the present and prepares us for the future.
What could be more important than that?" - Michael Palin*

Geography Vision Statement:

Developing fascination and wonder about people and places and allowing tomorrow's global citizens to thrive and take on the world.

Pedagogical Principles

The Intent, implementation and impact of the geography curriculum is rooted in the pedagogical principles as set out in the Botley Teaching and Learning Policy.



Intent

At Botley Primary School, pupils will follow a geography curriculum which inspires a curiosity and fascination about the world and its people, that will remain with our pupils for the rest of their lives. Children will develop knowledge about diverse places, people, resources and natural and human environments, as well as developing their understanding of the Earth's key physical and human processes.

We want our children to gain confidence and have practical experiences of geographical knowledge, understanding and skills that explain how the Earth's features are shaped, interconnected and change over time. By revisiting these areas of learning regularly, children will remember more, know more and understand more.

Early Years Foundation Stage (EYFS)

Within the EYFS, Geography is taught within the 'Understanding of the world' strand. EYFS practitioners use the Statutory Framework with the support of Development Matters to plan adult focused activities to teach specific skills and knowledge for Geography. Children are then able to develop these further through their own independent learning and the carefully planned continuous provision provided.

Further information about EYFS can be found in the EYFS policy. **(See appendix 3)**

National Curriculum Aims:

Key Stage 1 & 2

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places - both terrestrial and marine - including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Key Stage 1 National Curriculum Attainment:

Pupils should be taught to:

Locational knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- 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

Human and physical geography

- 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
- use basic geographical vocabulary to refer to:
 - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
 - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Key stage 2 National Curriculum attainment:

Pupils should be taught to:

Locational knowledge

- 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
- 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
- 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)

Place knowledge

- 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

Human and physical geography

- describe and understand key aspects of:
 - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
 - 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

Implementation

Geography Curriculum and scheme of work

Planning

The long-term plan for geography incorporates the primary National Curriculum and the Early Years Foundation Stage curriculum. Broad areas for geographical enquiry, as outlined in the National Curriculum, form part of many of the topics covered. There are also specific Geography topics in Key Stage 2.

The separate medium-term plans for EYFS/KS1 and KS2 have been aligned to the long-term plan with the progression of geographical enquiry skills that are expected to be seen from Year R to Year 6: geographical enquiry; direction; drawing maps; representations; using maps; scale/distance; perspective; map and locational knowledge; style of map.

The medium-term plans encompass a range of resources and planning.

Geography teaching and learning

Geography is taught in classes by the class teachers. They plan their lessons based on the long-term plan and resources provided that cover two academic year groups. Geography is taught as a whole class, but may include individual, paired, group or whole class activities as part of this.

Topic lessons are timetabled on a weekly basis and can encompass a range of different foundation subjects, geography being one of these.

SEND and Inclusion

We are an inclusive school. As with all subject areas, delivery of geography is made to all pupils through Quality-First Teaching, which takes into account the learning needs of all the children in the classroom. This includes providing ambition and adapted work and creating an inclusive learning environment that is sensitive to the individual learning, emotional, social or economic needs of pupils. Pupils who receive 1:1 support will have access to support during geography lessons where appropriate to their needs. Lesson plans will take account of the differing needs of pupils with SEND however, the school recognises that not all pupils with identified special educational needs require the same level of support in geography as they may do in other core subjects.

For pupils with English as an additional language, teachers will ensure key vocabulary is defined and understood and provide additional support where appropriate. All classes have an inclusion action plan which includes general teaching strategies for different groups within the class, based on teacher assessment.

Equal Opportunities

All teaching and support staff will do their best to ensure that all children have equal access to the geography curriculum.

Enrichment and the Wider Community

We plan regular visits, visitors and involvement in the community activity to provide first-hand experiences for the children to support and develop their learning. This is often linked to geography. We recognise that to have impact, the planned enrichment (or cultural capital opportunity) must be clearly linked to the statutory geographical knowledge and skills to be

acquired and provide the opportunity for children to better understand the knowledge or apply what they already know.

Spiritual, Moral, Social & Cultural (SMSC)

All subjects provide opportunities to promote pupils' spiritual, moral, social and cultural development. Explicit opportunities to promote pupils' development in these areas are provided within geography education through varied activities, trips, visitors and assemblies.

Impact

Recording

Work conducted as explicit geography lessons, where possible, is recorded within children's own Topic books. This may take the form of photographs, pictures, notes or written work and may be worksheet based or fully independent.

Assessment

The Botley Bromcom assessment system (Based on the *Geography Progression Map*) enables staff to understand what pupils have learnt before, what they need to learn now and what they will learn next. (See Appendix 2)

Formative Assessment

Formative geography assessment is ongoing to inform teachers with their planning, lesson activities and, ambition and adaptation using the Bromcom assessment system.

Summative Assessment

At the end of each school year, pupils will be assessed using their projects within one of the following bands: Pre-Key Stage (PKS); Working Towards the curriculum (WT); Working at Expected (EXP); Working at Greater depth (GDS).

Pupils will be expected to demonstrate all the core skills on the progression table relevant to their year group to be assessed as EXP.

Pupils will be expected to demonstrate all the core skills on the progression table relevant to their year group to be assessed as EXP. Botley School recognises that some pupils who may struggle with English may still show EXS attainment through verbal discussions.

Pupils working at greater depth will be expected to utilise the expected level of development to explain, create, develop and compare the full breadth of the geographical skills outlined in the progression map. In addition, pupils will be expected to communicate their written thoughts, ideas and feelings at a greater depth standard in English.

Reporting

A final summative assessment for geography will be reported to parents within the annual school report.

Monitoring

The geography subject leader is responsible for the monitoring of geography teaching, learning and outcomes across the school. In the event that there is no geography lead, the responsibility devolves to the Humanities Curriculum Action Team.

Geography is monitored throughout all year groups using a variety of strategies such as planning scrutinies, lesson observations, book-looks and pupil conferences.

Linked policies:

- History Policy
- Curriculum policy
- Learning and Teaching Policy
- Assessment policy
- Equal Opportunities policy
- SEND policy

Appendix 1:

[Geography Curriculum Overview](#)

Appendix 2:

[Geography Progression of Skills Map](#)

Appendix 3:

[Geography in The Early Years](#)