

BSPS Geography Policy 2026

Introduction

A high-quality Geography education inspires curiosity and deepens pupils' understanding of the world and its people. The updated National Curriculum strengthens this entitlement through a clearer structure, stronger foundational knowledge, and broadened coverage of concepts and disciplinary thinking.

At Barton Seagrave Primary School, our geography curriculum continues to be taught discreetly where possible but is woven meaningfully across other subjects in line with updated expectations that highlight its role in supporting critical thinking and environmental understanding.

We acknowledge the future-facing nature of geography, aligning our curriculum with strengthened national expectations for climate change, sustainability and real-world enquiry. Our eco-code encourages pupils to walk, cycle or scoot to school, and reminds us to only order food that we are going to consume. A recent change in our food waste collection company reinforces this.

Aims

BSPS aims of geography are:

- Build secure foundational knowledge of place, space, interconnection, environmental change and sustainability.
- Increase children's appreciation of diverse cultures, promoting respect, empathy and global citizenship.
- Strengthen pupils' abilities to work as geographers by developing their knowledge, including enquiry, analysis, fieldwork, decision-making and interpretation of data.
- Foster curiosity, wonder and confidence in questioning the world and forming informed opinions.
- Equip pupils with the vocabulary needed to articulate geographical concepts clearly and accurately.
- Build understanding of human-physical interactions, including the impact of climate change and sustainable development.
- Develop skills in observation, evidence-gathering, critical thinking and evaluation of sources in a media-rich world.

Curriculum

The children undertake a broad and balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. Through geography the children learn a range of skills, concepts, attitudes and methods of working.

We plan structured, logical thinking sessions which incorporate key concepts, disciplinary knowledge, core knowledge and skills.

Early Years

Geography is discreetly taught in reception as an integral part of our continuous provision. We relate the geographical aspects of the children's work to the objectives set out in the Early Years curriculum which underpin the planning for children aged three to five. Geography makes a significant contribution to the ELG objectives of developing a child's

understanding of the world with an increased emphasis on early map-use, exploring environments, and building observational and descriptive skills.

Key Stage 1

During Key Stage 1, pupils are introduced to geographical concepts such as place and scale. They investigate their local area and a contrasting area in the United Kingdom or abroad. They also begin to learn about the wider world. They carry out geographical enquiry inside and outside the classroom through fieldwork. In doing this, they ask geographical questions about people, places and environments, and develop geographical skills and using globes and atlases.

Key Stage 2

During Key Stage 2, pupils deepen their understanding of physical and human geography. They find out how people affect the environment and how they are affected by it. Pupils continue to carry out geographical enquiry inside and outside the classroom. They will expand their questioning skills using maps, atlases, aerial photographs *and* ICT. Children will develop geographical enquiry skills, including asking geographical questions, collecting and recording information and identifying different views. They develop the appropriate practical skills associated with geography, including vocabulary, fieldwork techniques and maps, plans and atlases. Pupils will use secondary sources of information with accuracy, including aerial photographs and satellite images. As well as making its own distinctive contribution to the school curriculum, geography contributes to the wider aims of primary education, in particularly the Eco Schools aims.

Fieldwork

National guidance highlights fieldwork as an entitlement for all pupils and essential for knowledge. At Key Stage 1 the children carry out an investigation into the local environment to give them the opportunities to observe and record information around the school site. At Key Stage 2 the children study the links between their areas of learning and local area each year, with field trips organised, when possible.

Progression and Continuity

The school uses a variety of teaching and learning styles in geography lessons. Our principal aim is to develop the children's knowledge, skills and understanding in geography.

Teachers will:

- Embed retrieval practice in planning and delivery, ensuring the development and consolidation of skills and knowledge between lessons, between units and across year groups
- Deliver knowledge in carefully sequenced steps.
- Use whole class teaching supported by enquiry-based tasks.
- Integrate disciplinary questions ("How do geographers know this?")
- Use authentic data, such as maps, statistics, graphs, pictures, aerial photographs and geographical footage.
- Encourage children to handle artefacts.

- Encourage to ask as well as answer geographical questions through class based and fieldwork activities.

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of adaptations and scaffolding to enable all children to access the tasks.

Geography Curriculum Planning

At Barton Seagrave Primary School, Geography is taught discretely, where possible, and can be taught alongside other lessons due to its capacity to make tangible and effective connections across subjects. Geography is a subject that contextualises and extends the possibilities for developing and applying language and enriches understanding of subjects ranging from science and history to art and design. As a required curriculum subject, it is important that geography is not only given appropriate time, equivalent to at least its hour a week, but is also identified clearly and taught effectively. Year group teachers decide on how they wish to deliver this equivalent hour a week within their academic year.

Our long-term and medium-term plans map out the units covered each term for each key stage. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term and across the year groups. The subject coordinator ensures coverage is mapped out for staff before the planning process starts, each year.

Geography concepts run vertically through the curriculum, including place, scale, diversity, interconnection, sustainability, environmental processes and change. We embed continuity and rehearsal, building on children's prior knowledge. We embed disciplinary expectations into each unit, focusing on:

- How geographers think.
- How geographers investigate.
- How geographical claims are evidenced.

Progress, Achievement and Assessment

Children are monitored on a regular basis to check progress. We encourage all pupils to take responsibility for their own and their peers' learning.

In Key Stage 1, questions posed to Talk Partners and end of unit teacher/pupil evaluations are used. In addition to these strategies, the children in Key Stage 2 are encouraged to self-assess. Through these approaches, both children and adults are able to recognise the progress being made.

Assessment is an integral part of the teaching process. It is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. In both KS1 and KS2, assessment supports learning and curriculum progression. Fieldwork outcomes and enquiry tasks support teachers' assessments. Feedback is given to the children as soon as possible, and marking work will be guided by the school's Marking Policy.

Monitoring

Monitoring is carried out by the subject leaders through sampling children's work, teacher planning, book scrutinies and pupil discussions.

Health and Safety

Visits and fieldwork are an essential part of the geography curriculum, helping to develop geographical enquiry and skills. Children learn best when the learning environment is ordered and they feel safe. Any visit should be well organised and provide a stimulating and valuable experience. The pupils should prepare well for the visit and, on their return, use the experience to good effect in the classroom. The class teacher, or leader, should plan the visit meticulously, with the pupils' safety and welfare paramount. Please see the Policy for Educational Visits for detailed information.

Resources

We have a wide range of resources in a designated cupboard near the Year 2 classrooms. An audit of resources is carried out each year to ensure we set aside enough money in the budget to ensure our planned curriculum can be delivered as effectively as possible. There is also a wide range of geographic material in the school library organised into topics. People with an interest, or expertise, in a particular topic or area of geography could be invited into school to work with the children. These might be parents, grandparents, other family members, neighbours or representatives of the local community.

Written by: Alison Palmer May 2026.

Reviewed by: