



BELTON C OF E PRIMARY SCHOOL

Geography Policy
2025 - 2026



Achieving the best together

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Purpose Of the Policy

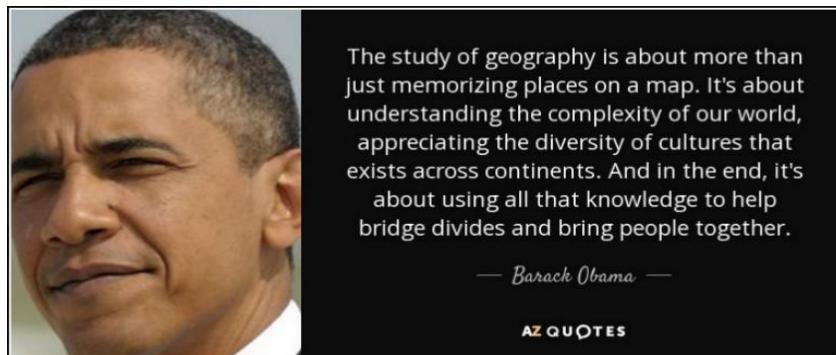
This policy reflects the aims and values of Belton CE Primary School. It ensures all stakeholders, including staff, governors, parents and pupils, are working towards the same goals.

The purpose of this policy is to:

- Set out a framework for all teaching and non-teaching staff, giving guidance on planning, teaching and assessment.
- Demonstrate adherence to the National Curriculum objectives and guidelines.
- Provide clear information to parents and carers about what their children will be taught.
- Allow the governing board to monitor the curriculum.
- Provide OFSTED inspectors with evidence of curriculum planning and implementation.

This policy will be available on our school website.

Subject Vision



At Belton CE Primary, we believe a high-quality Geography education should inspire in pupils a curiosity and fascination about our world and its relationship with its people that will remain with them for the rest of their lives.

Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

As pupils progress, their growing knowledge about the world should help them to deepen their appreciation and understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected, changed and evolved over time.

Learning geography helps to prepare our pupils for life in the 21st century with all of its currently unknown possibilities. In terms of what we teach in geography and how we encourage and support our pupils to learn, we seek to develop young geographers.

Aims and Outcomes

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.

The National curriculum organises the Geography attainment targets under four subheadings or strands:

- Locational knowledge
- Place knowledge
- Human and physical geography
- Geographical skills and fieldwork

Kapow Primary's Geography scheme has a clear progression of skills and knowledge within these four strands.

Teaching and Learning

At Belton C of E Primary, Geography is taught in mixed-aged classes by class teachers. Lesson plans are based around the subject's long-term plan (see Kapow's scheme of

work) and resources available, with objectives adapted to suit the stage of development for the pupils in each class. The teaching of Geography will involve:

- Whole-class teaching.
- Small group discussions.
- Undergoing fieldwork including enquiries and surveys (sketch maps, data collecting).
- Reading and collecting information from different genres including stories, information books, newspapers and graphs.
- Studying and making plans, photos (including aerial) and maps of different scales (including OS maps and use of Digimap) and globes.
- Role play/ drama.

Within a lesson you will see the following:

1 – Learning Objective

2 - Retrieval to embed curricula knowledge which could be:-

‘Reach for the stars’.

- A piece of knowledge from the last lesson
- A piece of knowledge from the last topic
- A piece of knowledge from the previous year

Or retrieval bags, Blooket, brain dumps

3 – Disciplinary Knowledge for each year group (due to it being mixed-age)

4 – Key vocabulary

5 – Interactive teaching of the skills and knowledge

6 – Recap of what has been taught to summarise and support any misconceptions

Geography is taught for half of each term using the mixed age planning units. Teachers carefully adapt lesson plans to differentiate between year groups. This means that Year 2, 4 and 6 access extension work and build on the previous year’s disciplinary knowledge.

Curriculum Overview

Here at Belton CE Primary School the pupils will follow the Kapow Scheme of Work for mixed-age.

Kapow provides the following documents to show the gradual development of learning, the outcome being the acquisition of knowledge and skills that enable each pupil to enquire, research and analyse.

Geography Progression of Knowledge and Skills

The Geography Progression of Knowledge and Skills document gives an overview of the skills and knowledge covered in each phase and strand and how these skills are developed in order to enable pupils to reach the end of key stage outcomes outlined in the National Curriculum. Within each Key Stage, knowledge is often introduced at the start of the Key Stage so that there is time for that knowledge to be revisited and applied in later years which is why knowledge accumulation may look heavier in some year groups than others. As there are only three units per year group, progression statements in Key Stage 2 are shown for Lower Key Stage 2 and Upper Key Stage 2 only and not for individual year groups. Key concepts and knowledge are revisited in different contexts to ensure that pupils have a secure understanding by the end of each phase.

Progression of Geographical Concepts

The Progression of Geographical Concepts document shows how Kapow's Geography curriculum builds pupils' understanding of the concepts of: Place, Space, Scale, Interdependence, Physical and human processes, Environmental impact, Sustainable development, Cultural awareness and Diversity.

Long Term Geography Planning

The Long-Term Geography Planning document gives information on how the curriculum has been designed, suggested order for teaching Geography units with flexibility. It shows how following Kapow enables the school to meet the statutory guidance for Geography.

Intent, Implementation and Impact Plan

This document outlines the intent and rationale behind Kapow Primary's Geography scheme of work, how to implement it and how to measure pupil progress and impact.

National Curriculum coverage and National Curriculum mixed-age coverage

These documents show all the National Curriculum targets and which units work towards them.

Programmes of Study at Belton CE Primary School Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Exploring Maps		Outodoor Adventures		Around the World	
Year 1 and 2	What is it like here?		What is the weather like in the UK?		What can you see at the coast?	
Year 3 and 4	Why do people live near volcanoes?		Where does our food come from?		Why are rainforests important to us?	
Year 5 and 6	Would you like to live in the desert?		What is life like in the Alps?		Where does our energy come from?	

Cycle B

EYFS	Exploring Maps		Outodoor Adventures		Around the World	
Year 1 and 2	Where am I?		Would you prefer to live in a hot or cold place?		What is it like in Shanghai?	
Year 3 and 4	Who lives in Antarctica?		What are rivers and how are they used?		Are all settlements the same?	
Year 5 and 6	Why does population change?		Why do oceans matter? the Alps?		Can I carry out an independent fieldwork enquiry?	

Cross-Curricular Links

This curriculum allows for cross curricular links including SMSC which encourages empathy towards other cultures and religions, and reflection on moral issues.

Assessment and Recording

Assessment

Belton CE Primary School uses assessment to enable staff to understand what pupils have learnt before, what they need to learn now and what they will learn next.

Formative Assessment

There is a Kapow retrieval activity at the start of every lesson and retrieval bags are used within the classroom regularly. At least one of these activities or a similar task per unit is found in every child's foundation book. Each class has Assessment 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 ensure progress is being made. Feedback is given to the children as soon as possible and marking work will be guided by the school's marking policy

Summative Assessment

The Kapow assessment materials (multiple choice)are used at the start and end of each unit.

The class teacher makes a summary judgement of the work for children and considers whether the child is working towards, age related or greater depth plus SEN and pupil premium children are also identified. The mark is recorded on Insight. Comparing the pre and post unit assessments allows teachers and the subject leader to gauge the progress of individuals and groups of pupils.

Marking

All work is expected to be marked and any misconceptions addressed. If verbal interactions or support has been provided, this is indicated in the books using symbols outline in our Marking policy. Written questions provided by the Teacher are expected to require a response from the pupil and will consolidate

their thinking or encourage them to make progress. Greater Depth children are expected to justify their thinking in their moving on comments.

Recording

In Key Stage 1 and Key Stage 2 the children each have their own foundation book to record their work. In EYFS the children's work is mainly practical.

Recording may take the form of photographs, pictures, notes or written work, and may be worksheet-based or fully independent. In EYFS, assessment of geographical knowledge and skills are considered as part of the judgement for the 'Knowledge and Understanding of The World' aspect of learning.

Resources

Textbooks and other equipment

Besides using the Kapow scheme as a resource (see also Kapow's Equipment List document), the children will use:

- Books from our library
- Atlases
- Computers for research
- Google Maps, Google Earth, Digimap, age-appropriate maps, globes and photos

Roles and Responsibilities

Headteacher

The headteacher and curriculum leader at our school will:

- Support the subject leader but also hold them to account for the effectiveness of the subject.
- Support staff through the provision of training and resources.
- Monitor the planning and delivery of the subject.
- Ensure the requirements of the National Curriculum are met.
- Ensure this policy is reviewed according to the timescales set out.

Subject leader

The subject leaders at our school will:

- Prepare and review subject policy and curriculum plans.
- Promote the study of the subject throughout the school.

- Monitor the teaching and assessment of the subject.
- Attend appropriate CPD.
- Stay informed regarding developments in the study and teaching of the subject.
- Evaluate resources.
- Provide training and CPD to staff on the subject curriculum and its delivery, and keep them informed about subject developments nationally
- Assess the impact of the subject curriculum on pupils' learning and development.
- Provide reports to governors on the subject and how it is being taught

Classroom teacher

Classroom teachers at our school will:

- Teach and assess the subject according to the principles laid out in this policy.
- Support subject leader during monitoring activities.
- Maintain subject knowledge and appropriate CPD.

Governance

The named link governor for Geography is responsible for meeting with the subject lead to examine the effectiveness of the policy and any actions/ impact of the school improvement plan relating to Geography.

Inclusion

Teachers set high expectations for all pupils in Geography. The school uses the KAPOW assessments prior to starting the unit in order to assess the needs for all pupils including:

- More able pupils.
- Pupils with low prior attainment.
- Pupils from disadvantaged backgrounds.
- Pupils with special educational needs (SEN).
- Pupils with English as an additional language (EAL).

Teachers will adapt KAPOW's activities/resources/outcomes so pupils with SEN, EAL and/or disabilities can access the Geography curriculum; more able

children will have opportunities to demonstrate their skills, knowledge and understanding.

Where appropriate vocabulary units with illustrations will be used to support children with SEN..

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

Links to Other Policies

This subject policy links to the following policies and procedures:

- Curriculum policy.
- Assessment policy.
- Marking policy.
- SEN policy

Monitoring, evaluation and professional development

Monitoring activities undertaken by the subject lead for geography are planned across the year as per the monitoring calendar and can include the following:

- Staff meetings to analyse samples of pupils' work in geography to moderate standards to ensure consistency and to inform colleagues of subject developments at local and national levels;
- Lesson observations/ learning walks to ensure that learning and teaching is appropriately engaging and challenging and that appropriate progress is being made by all pupils;
- The sampling of pupils' work to ensure that expectations in terms of subject outcomes are being maintained through the curriculum;
- Meetings and discussions with pupils from across year groups.

An important outcome of this ongoing monitoring and evaluation will be the identification of professional development needs amongst colleagues. The subject lead will, in the context of whole school priorities seek to address these through engaging appropriate external and internal support.

The subject lead uses the intelligence gained from monitoring and evaluation provision to update the school development plan and inform the priorities for the annual Action Plan for Geography.

This policy will be reviewed by staff every 2 years.

Catrin Yendall – December 2025