



Field View
Primary School

Curriculum Policy

Geography

Making a difference



Updated: May 2026

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St Martin's
Multi Academy Trust



A Place to Thrive

St. Martin's Multi Academy Trust exists to advance a just cause, its vision: to create a place to thrive. A just cause is a future state that does not yet exist. It is vital that people that work in the schools in our Trust understand our vision and 'sign up' to achieving it. Our vision must encapsulate our 'why'. It has to inspire staff and our communities. It must persuade people to stay for and have a deep understanding of our cause. Our people need to be willing to be service orientated, resilient and idealistic. Our cause has to form the foundation of everything we do.



Trust



Respect



Compassion

We are all here to make a difference

Our vision is close to our hearts, it drives us in our chosen direction and informs every decision we make. It is our mission to give our children the skills, knowledge, and self-belief they need to genuinely make a difference in whichever path their lives take them.

Our Values

Honesty, Respect and Perseverance



Honesty



Respect



Perseverance

Our values are at the core of everything we do. They underpin our teaching and learning, every interaction we have with each other, and are an ever-present theme in our school. We strive to make a difference to children's attitudes by consistently promoting our values, and they are the foundations for building the environment we want to foster. They are the behaviours that we all truly believe in and exhibit and are the key components to ensuring that Field View Primary School is truly a place to thrive.

Geography:

To inspire curiosity and fascination about the world and its people

Intent



Curriculum Intent

At Field View Primary School, our Geography curriculum is designed to develop secure geographical knowledge alongside the progressive disciplinary skills children need to understand, investigate and make sense of the world around them and their place within it. Using carefully sequenced progression documents, learning builds cumulatively from Nursery to Year 6. Children revisit and deepen key geographical concepts while developing increasingly sophisticated geographical skills over time.

We provide a broad, balanced and ambitious Geography curriculum that is accessible to all children and underpinned by high expectations. Children develop substantive knowledge of places, people, environments, processes and geographical features alongside disciplinary knowledge that enables them to think and work as geographers.

Children develop their locational knowledge, place knowledge and understanding of human and physical geography in line with the National Curriculum. Alongside this, they learn how geographers investigate the world through fieldwork, observation, maps, atlases, globes, aerial photographs, geographical data and digital mapping. They learn to ask geographical questions, gather and interpret information, identify patterns, make comparisons and draw informed conclusions.

Each unit is structured around a big question. Children progressively acquire the knowledge, vocabulary and geographical skills needed to engage meaningfully with this question. Through enquiry, discussion, investigation and practical application, children learn to construct increasingly informed geographical responses and make meaningful connections between people, places and environments.

Vocabulary, reading and oracy are central to our curriculum. Children are explicitly taught how to communicate geographical ideas clearly, justify conclusions and use subject-specific geographical vocabulary accurately. They learn to listen to others, explain their thinking and draw upon geographical knowledge and evidence when contributing to discussion.

Practical experiences, fieldwork, educational visits and enrichment opportunities are carefully planned to deepen understanding, strengthen real-world connections and allow children to apply their learning in meaningful contexts.

Our curriculum reflects both our local community and the wider world, ensuring all children, regardless of background or starting point, develop the knowledge, skills and cultural capital needed for future learning and life beyond primary school. Children also develop an understanding of sustainability, environmental responsibility and global citizenship.



Curriculum Aims

We want children to be able to:

- Develop secure geographical knowledge and apply progressively sophisticated geographical skills.
- Develop secure locational and place knowledge of the local area, the United Kingdom and the wider world.

- Understand key human and physical geographical features and processes.
- Use maps, atlases, globes, aerial photographs and digital mapping confidently and accurately.
- Develop fieldwork and observational skills through practical geographical enquiry.
- Ask purposeful geographical questions and investigate possible answers.
- Gather, record, interpret and present geographical information and data.
- Identify geographical patterns, relationships and connections.
- Compare places and environments and explain similarities and differences.
- Draw informed geographical conclusions using evidence from their learning.
- Communicate confidently using subject-specific geographical vocabulary through speaking, reading and writing.
- Make meaningful connections between their learning, the local community and the wider world.
- Develop an understanding of sustainability, environmental responsibility and global citizenship.
- Apply learning through practical experiences, educational visits and fieldwork opportunities.
- Become curious, resilient and increasingly independent geographers who are prepared for the next stage of education and life beyond primary school.

Implementation



Teaching Approach

Teaching across the Geography curriculum is inclusive, engaging and knowledge rich. Learning follows a carefully sequenced enquiry approach in which new learning builds upon previously taught knowledge and skills. Each unit is guided by a big question, and children progressively develop the substantive and disciplinary knowledge needed to respond to this question with increasing depth and independence.

Teachers explicitly teach substantive geographical knowledge about places, people, environments, physical and human features and geographical processes. New learning is connected to prior knowledge so that children develop increasingly secure mental maps of the world and make connections between the places and concepts they study.

Alongside substantive knowledge, children develop disciplinary geographical knowledge. They learn how geographers investigate places and processes through observation, fieldwork, maps, data and other geographical sources. Children learn to ask questions, collect and interpret information, make comparisons, identify patterns and use evidence to develop geographical conclusions.

Teachers use a range of high-quality resources, including maps, atlases, globes, aerial photographs, diagrams, photographs, geographical data and digital mapping tools. Children are explicitly taught how to use these resources rather than simply encountering them within activities.

Fieldwork and geographical enquiry are integral to teaching. Children have opportunities to observe, collect information, record findings and apply their geographical knowledge in real-world settings. As they progress through the school, fieldwork becomes increasingly purposeful and independent.

Oracy is embedded throughout the curriculum to develop children's confidence in speaking, listening and explaining their geographical thinking. Children are encouraged to use full sentences, justify conclusions and communicate using accurate geographical vocabulary. Key vocabulary is explicitly taught, revisited and applied across units to support understanding and long-term retention.

Learning is adapted to meet the needs of all children through adaptive teaching. Visual resources, vocabulary support, structured questioning and appropriate scaffolds are used where necessary while maintaining ambitious expectations.



Lesson Structure

Geography lessons follow a consistent structure within a carefully sequenced unit, enabling children to build the substantive and disciplinary knowledge they need to answer the big question at the end of the unit.

- Key vocabulary is explicitly taught, revisited and displayed so that children develop secure understanding and use accurate geographical language.
- Lessons begin by activating relevant prior knowledge and introducing the geographical focus through an appropriate question, image, map, photograph, object, data set or other stimulus.
- Teachers explicitly teach the substantive geographical knowledge required for the lesson, making connections to prior learning and supporting children to develop secure locational, place, human or physical geographical understanding.
- Children develop disciplinary geographical skills through appropriate opportunities to use maps, atlases, globes, digital mapping, geographical data, observation, comparison, investigation or fieldwork.
- Each lesson includes an oracy question linked to the learning intention and wider big question. Children are encouraged to explain geographical ideas, use evidence, make comparisons, justify conclusions and communicate using full sentences.
- Children apply and communicate their learning through purposeful independent activities, using visual prompts, scaffolds and teacher support where appropriate.
- Children revisit relevant knowledge throughout the unit, enabling them to make connections between lessons and progressively develop a more secure response to the big question.
- In the final lesson of each unit, children draw together the substantive and disciplinary knowledge they have developed to answer the big question. They are expected to use relevant geographical evidence, subject-specific vocabulary and reasoning to demonstrate their understanding.

The final response to the big question is the culmination of learning across the unit. It provides an opportunity for children to bring together and apply their geographical knowledge and skills rather than being treated as an isolated task.



Curriculum Design

Curriculum content is carefully sequenced through progressive units of work that build on prior learning from Nursery to Year 6.

Each unit has clearly mapped substantive knowledge, disciplinary knowledge, skills and vocabulary progression. Children revisit key geographical concepts and skills over time, enabling them to deepen their understanding and make connections between different places, environments and processes.

The curriculum develops children's locational knowledge and place knowledge progressively. Children build an increasingly secure understanding of their immediate locality, the United Kingdom and the wider world and are supported to locate places within increasingly sophisticated geographical frameworks.

Children develop an understanding of human and physical geography and explore the relationships between people, places and environments. They consider how places change, how human and physical processes interact and how geographical decisions can affect communities and environments.

Geographical skills are explicitly developed across the curriculum. Children learn to use maps, atlases, globes, aerial photographs and digital mapping with increasing accuracy and independence. They develop their ability to interpret geographical information, use directional and locational language, understand scale and symbols where appropriate and present geographical findings.

Fieldwork develops progressively from observation and exploration in EYFS to increasingly purposeful geographical enquiry. Children learn to observe, collect, record and interpret geographical information and use their findings to answer questions and draw conclusions.

Vocabulary, reading and oracy are central to curriculum design. Key vocabulary is explicitly planned and revisited to support understanding and communication. Opportunities for discussion, enquiry, problem-solving, comparison and investigation are embedded throughout units to develop confidence, reasoning and independence.

Practical experiences, fieldwork, educational visits and enrichment opportunities are deliberately planned across the curriculum to provide meaningful real-world contexts and allow children to apply geographical knowledge and skills beyond the classroom.

The curriculum is inclusive and adapted to meet the needs of all learners through adaptive teaching and appropriate scaffolding where needed. Children are challenged and supported, ensuring every child can access, engage with and succeed within the Geography curriculum.



Planning and Resources

Planning is supported through detailed medium term plans which clearly identify the big question, learning intentions, substantive knowledge, disciplinary knowledge, geographical skills and key vocabulary taught within each unit.

Units are carefully sequenced using progression documents to ensure knowledge and skills build progressively from Nursery to Year 6. Individual lessons are designed so that children progressively acquire and apply the knowledge and disciplinary skills needed to answer the big question in the final lesson.

Each unit includes an oracy bullseye to support the development of speaking and listening skills. Oracy questions encourage children to explain geographical ideas, make comparisons, interpret information, justify conclusions and communicate confidently using subject-specific vocabulary.

Teachers use a wide range of high-quality resources to enhance geographical learning, including:

- KS1 and KS2 atlases.
- Maps at a range of scales.
- Globes.
- Aerial and satellite photographs.
- Photographs and geographical images.
- Diagrams and geographical data.
- iPads and appropriate digital technology.
- Google Maps, DigiMaps and other digital mapping tools.
- Fieldwork equipment and recording resources.

Resources are selected and used purposefully to develop children's geographical knowledge and skills. Children are explicitly taught how to use geographical tools and sources with increasing accuracy and independence.

Fieldwork opportunities, educational visits and enrichment experiences provide meaningful real-world contexts in which children can observe geographical features and processes, collect information and apply their learning.



Early Years Foundation Stage (EYFS)

In EYFS, the foundations of geographical learning are developed primarily through Understanding the World and focus on developing children's curiosity about the people, places and environments around them.

In Nursery, children explore familiar places, seasonal weather and the natural environment through outdoor learning, stories, discussion and practical experiences. They begin to recognise familiar places such as home, school and parks and develop simple vocabulary to describe places, weather and seasonal change.

Children develop early observational skills by noticing features of their immediate environment and talking about what they see. They begin to recognise that places have different features and that environments change over time.

In Reception, children build upon these experiences by exploring a wider range of environments, countries, oceans and journeys through rich texts, maps, photographs and first-hand experiences. They begin to use simple maps and develop an awareness that maps represent places.

Children compare places and environments, describe features of their immediate surroundings and discuss similarities and differences between familiar places and contrasting environments. They develop increasing awareness of the natural world, seasonal change and the ways people interact with their environments.

Adults support learning through purposeful questioning, modelling geographical vocabulary and providing opportunities for observation, exploration and discussion. A balance of adult-guided learning and first-hand experiences develops the foundational geographical knowledge, vocabulary and enquiry skills needed for future learning.



Assessment

Formative Assessment

Assessment in Geography is ongoing throughout each unit. Teachers use observation, questioning, discussion, retrieval activities and low-stakes quizzes to assess children's understanding and progress. In addition to written assessment, teachers consider practical tasks, fieldwork, map work, independent learning and responses to oracy questions when assessing children's substantive and disciplinary geographical knowledge.

Teachers listen carefully to children's use of subject-specific vocabulary and their ability to explain geographical features and processes, interpret maps and geographical information, make comparisons, identify connections, justify conclusions and apply their learning to the unit's big question.

Assessment reflects the full learning journey across the unit. Teachers gather evidence as children progressively acquire and apply geographical knowledge and skills rather than relying solely on the final lesson.

At the end of each unit, children complete a big finish task in which they answer the unit's big question. This enables them to bring together the substantive and disciplinary knowledge developed throughout

the unit and demonstrate their ability to think geographically, make connections, use evidence and communicate an informed response using relevant vocabulary.

Recording

Teachers assess children's understanding against clear success criteria linked to the progression of substantive and disciplinary knowledge and geographical skills across the whole unit.

Assessment is recorded through a range of evidence, including written work, map work, fieldwork, geographical investigations, discussions, presentations, recorded discussions, photographs and outcomes from big finish tasks. Digital evidence may also be used to capture learning experiences and enrichment opportunities.

Teachers use unit assessment guidance to assess children's learning and track progress across key subject-specific knowledge and skills, ensuring a comprehensive picture of each child's development in Geography.

Teacher assessment and children's self-assessment are both recorded, enabling children to reflect on their own learning, identify strengths and recognise areas for further development.

Use of Assessment

Assessment information is used to inform future planning and ensure all children make good progress in Geography. Using the assessment guidance, children are assessed as either working below, towards or at expected levels.

Teachers identify gaps in substantive knowledge, disciplinary knowledge or geographical skills, revisit key learning where necessary and adapt teaching to provide appropriate support or challenge for all children.

Assessment outcomes also support curriculum evaluation, ensuring units remain ambitious, progressive and effective in meeting the needs of all learners. The subject leader monitors assessment across the school to ensure consistency and identify gaps in learning or curriculum coverage.

Assessment information is shared with parents, while children's self-assessment supports the development of metacognitive skills by helping children understand what successful geographical learning looks like and take increasing ownership of their progress.



Inclusion

We are committed to an inclusive curriculum that enables all children to access and succeed. Through adaptive teaching, reasonable adjustments, and ongoing formative assessment, teachers remove barriers and support understanding through scaffolding. Additional adults are deployed effectively to support access to high-quality teaching and develop independence. This ensures all children, including those with SEND, can make strong progress.

Impact



Curriculum Impact

By the end of their primary education, children will:

- Develop secure and increasingly detailed geographical knowledge.
- Develop progressively sophisticated disciplinary geographical skills.

- Demonstrate secure locational and place knowledge of the local area, the United Kingdom and the wider world.
- Understand and explain key human and physical geographical features and processes.
- Use maps, atlases, globes, aerial photographs and digital mapping confidently and accurately.
- Apply fieldwork and observational skills to investigate geographical questions.
- Gather, record, interpret and present geographical information with increasing independence.
- Identify patterns, relationships and connections between people, places and environments.
- Make informed comparisons between places and environments.
- Use geographical evidence to draw and justify conclusions.
- Use subject-specific geographical vocabulary confidently and accurately to explain and discuss their learning.
- Make meaningful connections between geographical learning, their local community and the wider world.
- Understand the importance of sustainability, environmental responsibility and global citizenship.
- Apply their learning through enquiry, investigation, fieldwork and real-world experiences.
- Have met the National Curriculum requirements for Geography.
- Be prepared for the next stage of education as knowledgeable, curious, resilient and increasingly independent geographers.



Role of Subject Leader

The geography subject leader will:

- Ensure National Curriculum requirements are met.
- Monitor teaching and learning for consistency and progression.
- Carry out book looks, learning walks and pupil voice activities.
- Review planning, assessment and curriculum coverage.
- Support staff through training, coaching and guidance.
- Track children's progress and attainment.
- Ensure appropriate resources are available and effective.
- Keep up to date with developments in geography education.
- Support the ongoing evaluation and improvement of the geography curriculum.