



Caslon Primary Community
School, Beech Tree SEMH Base
and Beecher Bear Day-care and
Nursery

Geography Policy

September 2026

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1. Curriculum Statement - Geography

Intent

Caslon Primary Community School aims to equip children with geographical skills to develop their knowledge through studying places, people and natural and human environments. This seeks to deepen the understanding of the Earth's human and physical forms and processes. We also intend children to develop geographical skills: collecting and analysing data; using maps, globes, aerial photographs and digital mapping to name and identify countries, continents and oceans; and communicating information in a variety of ways.

Progression is planned out throughout the whole school to aim to teach skills/knowledge and ensure progression is built into all planning. Key knowledge and skills for each topic are identified in planning to ensure progression across topics throughout each year group across the school.

As a school we subscribe to Kapow for many of our broad curriculum subjects, including geography. The intent of using this scheme of work as a guide for geography lessons is outlined below. Staff are encouraged to deliver the content of this scheme of work in a way that will engage and spark curiosity in the children in their class.

Implementation

Geography at Caslon Primary School is taught in topics throughout the year, so that children can achieve depth in their learning.

Key knowledge and skills of each area are identified, and consideration has been given to ensure progression and cross curricular links are apparent in all topics each term across each year group.

At the beginning of each topic, children are able to convey what they know already as well as what they would like to find out. This ensures that lessons are relevant and take account of children's different starting points.

The local area is fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice.

Impact

Outcomes in topic books evidence a broad and balanced geography curriculum and identifies key knowledge.

Children review their successes in achieving the mission statements at the end of every session and are actively encouraged to identify their own target areas.

As pupils progress throughout the school, they develop a deep knowledge, understanding and appreciation of their local area and its place within the wider geographical context.

Children are able to learn about careers related to geography from members of the local and wider community with specialist skills and knowledge, ensuring that they are well prepared for the next steps of their education.

To assess pupil understanding and what has been learned by the pupils, Key Stage one children may record mind-maps or fill in a knowledge catcher to demonstrate what they have learnt over the course of a unit of work. In Key Stage 2 children may complete quizzes to demonstrate the progress they have made from the start to the end of unit. Children will also have the opportunity to capture their learning through the completion of the below chart:

Term:	
Topic:	
One thing I am proud of in my work this ½ term:	What new key words have you learnt?
One thing I found challenging:	I learned that:
One thing I remember from my topic last term:	

2. Teaching and Learning

Through their work in geography, children learn about their local area and compare their life in this area with that in other regions in the United Kingdom and in the rest of the world.

Pupils progress and develop their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

They learn how to read maps, keys and use subject-specific vocabulary relating to human and physical geography, with confidence.

Pupils begin to understand and compare lives in different societies and cultures.

The school follow the national curriculum and children are guided towards this within each lesson through the use of success criteria and a variety of resources.

3. Assessment

The children are assessed continually throughout the year from the evidence in books and questioning by the teacher, supported by the National Curriculum end of KS1/2 statements. The teacher provides feedback orally and through marking. Children also review their work against their Mission Statement which helps with further planning and assessment.

Senior leaders also capture pupil voice to gather information on what children have enjoyed learning and the key knowledge they have retained.

4. Planning and Resources

A termly overview is planned and used effectively by teachers and support staff within the school setting. Visual resources can be accessed via the interactive whiteboard or resources room located in KS2. All lesson plans include references to resources and key vocabulary used within each lesson. Teachers and children use Seesaw to record progress and learning that has taken place, including songs, and speaking and listening tasks. EYFS use Tapestry. Children also record work in Geography books. Cross curricular links are also identified prior to teaching, and these are evidenced through outcomes of work, as well as being stated in planning.

5. Organisation

Children are taught Geography at least once a week within the academic year in topic blocks, alternating with History each half term. This allows children to enhance their geographical knowledge and skills through focused learning.

6. EYFS

Early Years explore geographical themes and content through the Understanding of the World strand of the EYFS curriculum. Through opportunities to explore and observe people, places and technology children develop a sense of their physical world and community. They are assessed according to the Birth to Five Matters and Early Learning Goals. Teachers and support staff record their findings using Tapestry, observations and recording in floor books.

7. KS1 and KS2

During Key Stage 1 and 2, Geography is intended to be taught as a discrete subject (on a half termly rotation with History). Where possible, links are made to the topics previously taught.

8. Equal Opportunities

At Caslon Primary Community School, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion and to maintain a positive ethos where children demonstrate positive attitudes towards others and their learning.

Support for specific individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be provided for and demonstrated by children who require further challenge.

9. Inclusion and SEND

At Caslon, Geography is taught to all children in KS1 and 2 and forms a part of the school's commitment to providing a broad and balanced curriculum to all. We provide learning opportunities that ensure all children are able to make progress by setting suitable learning challenges and outcomes to suit the need of our pupils and providing extra support if needed.

Within Beech Tree SEMH Base, pupils will be taught a broad curriculum which will cover age and stage appropriate skills. Staff discretion will be used to determine the approaches used to teach these skills and always aim to build on prior learning. Although it will be the intention to cover as much of the National Curriculum content as possible, meeting the pupils' SEMH needs will take priority.

10. Role of the Subject Leader

It is the responsibility of the subject leader to monitor all aspects of a subject and develop long and short-term planning. Other subject leader's responsibilities are:

- To ensure a high profile of the subject
- To ensure a full range of relevant and effective resources are available to enhance and support learning.
- To model the teaching of Geography
- To ensure progression of the key knowledge and skills identified within each topic.
- To monitor books and ensure that key knowledge is evidenced in outcomes.
- To ensure that the geography curriculum has a positive effect on **all** pupils,
- To ensure that the geography curriculum take account of the school's context, promotes children's pride in the local area and provides access to positive role models from the local area to enhance the geography curriculum

11. Parents

At Caslon Primary School we encourage the involvement of families and the wider community to help support the teaching of geography. Parents and carers are involved with supporting their children with topic-based homework. Geography homework tasks are well communicated via Class Dojo and have a clear purpose, often providing children with the means to research and explore a topic to support their classroom work. Parents are invited to take part in Inspire sessions which are often linked to geography units of work.