

Brunshaw Primary School



'Inspiring children to be resilient and aspirational learners, within a positive and considerate community.'

Geography Policy

March 2026

Statement

At Brunshaw we strive to inspire children to be resilient and aspirational in their geography learning. We also encourage children to be positive and considerate in school, local and wider communities and to develop a love and respect for the world in which we live.

Purpose of Study

A high quality geographical education should inspire in pupils a curiosity and fascination about the world and 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 understanding of the interaction between physical and human processes and of the formation and use of the landscapes and environments. Understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims

At Brunshaw Primary School we shall endeavour to develop in our pupils:

- Their knowledge, skills and understanding of environments in the local area, the UK and the world.
- Their understanding of links between different places in the world.
- The inspiration to think about their own place in the world, their values and their rights and responsibilities to other people and their environment.
- Give them skills to work with a variety of globes and maps and be able to apply simple map reading techniques and interpret data
- Acquire skills in carrying out observations and in collecting, organising, recording and retrieving information as part of an enquiry
- Continue to develop their language, mathematical and computing skills through studies in geography.
- 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 variation and change over time.
- Are competent in the geographical skill 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.

Planning

Pupils will satisfy the National Curriculum 2014 for Geography through Knowledge Organisers and Sequencing Documents that have been created to suit the knowledge and skills we at Brunshaw feel our children will need to develop their learning. The progression in skills have been carefully considered and linked to previous and future knowledge organisers throughout year groups.

The Early Years Curriculum is based on the Planning Framework to Support Curriculum Development document which links directly to the statutory framework for EYFS.

Differentiation

We aim to encourage all children to reach their full potential through the provision of varied opportunities. We recognise that our curriculum planning must allow pupils to gain a progressively deeper understanding of and competency in their geography skills as they move through school.

The use of differentiation by outcome, task, in-class support, organisation or resource allows children to respond to the work presented to them at the appropriate level.

Children with Additional Needs

In order to provide work that is appropriate to the learning experiences of the individual children, it is necessary for the teacher to be aware of the statements / individual education programmes that apply to children in the class that he / she is teaching. This will assist in the planning of differentiated material for the class so that all children will be able to achieve at the level that is appropriate to their abilities.

Fieldwork

Fieldwork and practical experiences are a vital ingredient of the geography curriculum. Where possible, children are provided with opportunities to study topics in the outside environment. The local area will provide a range of relevant and appropriate opportunities to carry out activities. Where this is not possible, we aim to provide children with a range of opportunities to develop their geographical skills in the classroom.

Equal opportunities

All pupils, irrespective of gender, ethnicity and social circumstances, will have access to the Geography curriculum. Mutual respect and tolerance for all cultures will be promoted through the study of geography.

Staff Development

Staff development is available through meetings with colleagues from other educational establishments. In house C.P.D. is organised as and when it is needed.

Resources

Most resources for geography are held centrally with some equipment, which is specific to a year group, being stored in classrooms. Topic packs can be ordered from the library service to supplement the material we have in school.

Children will have access to Digi maps which covers the UK and worldwide.

Monitoring and Assessment

The Geography subject lead will monitor the planning, teaching and progression of skills through book scrutiny, questioning of children and staff.

On the completion of each unit, the children are assessed against the key skills which have been taught. These assessments are then collected and recorded in the Wider Curriculum assessment section in Insight.

Mrs Briggs

Written: September 2022

Revised: March 2026