



BIDSTON AVENUE PRIMARY SCHOOL

GEOGRAPHY SUBJECT POLICY November 2025

Approved by the Governing Body of Bidston Avenue Primary School

Autumn 2025

Signed: _____

Cllr George Davies (Chair of Governors)

Bidston Avenue Primary School – Achieving Together



Our Vision:

Every child will leave school as a **reader** who **thinks** critically and has the **resilience** for the world's challenges.



Our Mission:

Bidston Avenue Primary School delivers a **world class curriculum**.

It is accessible, inspiring and ambitious, so that every child is equipped to make a positive contribution.



Evidence Tells Us:

Reading ability is the best predictor of future educational achievement and future success.

Tomorrow's jobs require **thinking** and problem solving abilities.

Children who are **resilient** flourish in all environments.

We value: *friendship* / **RESPECT** / *equality* / *determination* / *inspiration* / *courage* / *excellence*

Intent

Purpose

A high-quality Geography 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 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 and change over time.

Aims

- 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
- All pupils 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

All pupils 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 Geographic Information Systems (GIS).
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Supporting our Vision

At Bidston Avenue Primary School, Geography is a valued part of the curriculum as it provides a means of exploring, appreciating and understanding the world in which we live and how it has evolved. Geography explores the relationship between the Earth and its people.

Geography stimulates curiosity and imagination and we aim to build upon the child's "personal Geography" by developing geographical skills, understanding and knowledge through studying places and themes.

We encourage children to learn by experience and we value fieldwork in our Geography Curriculum.

'The study of geography is about more than just memorising places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together' Barack Obama.

The drivers that shape our curriculum

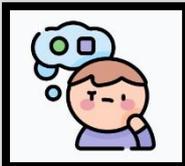


Reader

We aim to deliver a curriculum which is rich in reading and vocabulary where children will be inspired and fascinated about the world around them: locally, nationally and globally. Classrooms will be equipped with high quality texts which children can access in lessons and during reading time.

We understand that this will enable all pupils to develop knowledge about the world and understand subject specific vocabulary relating to human and physical geography, as well as develop skills in interpreting a range of sources of Geographical information e.g., maps, co-ordinates, globes and Geographical Information Systems.

Children are also encouraged to undertake their own independent research to benefit written work.



Thinker

At Bidston Avenue we believe that Geographical thinking and enquiry enables our children to view the world in a unique way and inspire curiosity of the world around them. Children develop their critical thinking by developing a coherent sense of places, economic activities and physical/human processes. Pupils are given time to think deeply about the lives of others around the world and compare them to their own lives and locality. Pupils are encouraged to ask questions to make better sense of information, knowledge and ideas. Pupils are supported to become open thinkers by questioning and debating world-wide issues.



Resilience

The Geography curriculum aims to promote resilience and self-confidence as all pupils have access to the same learning and move through the content together. Children are provided the opportunity and taught to work collaboratively, sharing ideas to reach logical conclusions as well as taught differing views about the world and environment.

We support our pupils through challenges and celebrations. We believe that our children should have access to Children's rights, Human Rights and sustainable developmental goals. If they understand, they will value the Importance of looking after our World as they can make a difference in the future.

Supporting our Values

In all we do, we promote the following values

- Respect
- Friendship
- Determination
- Excellence
- Courage

- Inspiration
- Equality

Opportunities for promoting acquisition of Cultural Capital

At Bidston Avenue widening children's experiences as they progress through school is an important step in providing rich and engaging learning. We build experiences and knowledge by immersing them in the world around them.

We include trips to and around the local area to learn about and embrace our community. We learn about different countries including others cultures with the aim to help our children develop an understanding of the diverse world we live in.

Our units and in assemblies the children learn about Fair Trade and climate change.



RRSA Article 7

You have the right to a name, and this should be officially recognised by the government. You have the right to a nationality (to belong to a country). **Article 29**

Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Implementation

Mission Statement: Bidston Avenue Primary School delivers a world class curriculum. It is accessible, inspiring and ambitious, so that every child is equipped to make a positive contribution.

In ensuring high standards of teaching and learning in Geography, we implement a curriculum that is progressive throughout the whole school.

Planning for Geography is a process in which all teachers are involved to ensure that the school gives full coverage of, 'The National Curriculum programmes of study for Geography, 2014' and, Geography in the Early Years Foundation Stage.

Teachers plan the learning journey together to ensure full coverage and progression of the Geography curriculum is achieved.

Planning

Geography is a foundation subject in the National Curriculum and we use Kapow planning which follows the National Curriculum, this ensures the correct coverage is taught in all year groups. There are opportunities for children of all abilities to develop their skills and knowledge in each unit, and the Kapow planning is progressive, therefore the children are increasingly challenged as they move through the school.

Our Geography curriculum is designed to inspire curiosity and a love of learning about the world. It aims to help children develop the knowledge, skills, and understanding needed to think like geographers – to explore, question, and make sense of the world around them.

Through our curriculum, pupils learn to observe and investigate places, collect and record geographical information in different ways, and analyse and communicate their findings effectively.

We aim to build children's understanding of how geography influences lives locally, nationally, and globally, and how environments and communities change over time. By developing this awareness, pupils are encouraged to become thoughtful, responsible citizens who value and care for their world.

Our approach supports teachers in delivering engaging and well-informed lessons. It ensures that learning is both ambitious and inclusive, enabling all pupils to participate fully and achieve their potential in Geography.

The curriculum planning in Geography is carried out in three phases, long-term, medium-term and short-term planning. The long-term plan maps the Geography topics studied in each term during the Key Stage. We have medium-term plans that give the details of each unit of work for each term. These plans define what we teach, and ensure an appropriate balance and distribution of work across each term. Detailed lesson plans are provided that promote objectives, skills, vocabulary and resources.

Teaching and Learning

If pupils are to gain maximum access to the Geography Curriculum and demonstrate achievement, careful planning and imaginative teaching will be essential.

The school uses Kapow for Years 1-6 to ensure coverage and progression. Further details of how the programmes of study are taught will be found in teachers' individual plans.

Key features of classroom practice in Geography will include opportunities to engage pupils in well-planned tasks which make use of a range of resources including the locality:

- Investigating real places and themes across a widening range of scales.
- Developing a knowledge and understanding of physical, and environmental Geography and the patterns and processes at work in them.
- Undertaking geographical enquiry, applying skills and techniques, collecting and analysing evidence, drawing conclusions and communicating findings in a variety of ways e.g. questionnaires, graphs, tables, databases etc.
- Using maps at various scales and plans, fieldwork, ICT equipment and other sources of evidence such as photographs, newspapers visitors to inform their work.

Subject specific SEND Scaffolding

SEND children are supported to ensure that they achieve geographical objectives and are fully engaged in all lessons to achieve their potential. Potential barriers such as Reading and Writing skills are reduced.

This is achieved with a range of scaffolds.

Writing frames are used to support lower writers and word banks are used alongside these.

Key vocabulary is displayed/ available with a glossary. The meaning of key vocabulary is additionally shown in picture form.

When reading texts, accessing maps and atlas' children are paired with a partner or work in a small group.

Age and ability appropriate resources are used.

Teachers/ TAs can scribe answers for children to ensure the geographical understanding is not lost through written forms.

Prior learning is recapped at the beginning of each lesson to help make the links and built on prior knowledge.

Links to other subjects/curriculum areas:

Maths: To use coordinates for geographical locations when reading maps and making own maps.

Measuring and reading scales for temperature, rainfall.

English: To support reading skills and to have access to read a range of texts both fiction and non-fiction. To develop the love of reading and begin to '*Read as a Geographer.*'

Science: Links between understanding of science and geography when discussing habitats, seasonal change and issues around climate change.

Computing: Using the Internet to find information and research. Using Google Earth to locate countries, continents and zoom in on physical and human features.

RE: Learning about different cultures and religions.

DT: Exploring foods from different cultures and festivals.

History: Understanding the culture and human geography of countries.

Experiences every child should have:

- Explore our local area, through walks, visits and fieldwork to parks, shops and other places of interest
- Visit a variety of different physical environments, including the seaside, forests and rivers
- Talking to people who have lived and grown-up in different parts of the world
- Explored the culture of different countries through, including tasting food from around the world.

Organisation

Early Years Foundation Stage

Early Learning Goals from the EYFS Framework linked to Geography:

Understanding the World

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World

- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons.

Key Stage 1

During key stage 1, pupils “develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their local awareness”.

Key Stage 2

During key stage 2, pupils “extend their knowledge and understanding beyond the local area to include the United Kingdom, Europe and North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge”.

Roles and Responsibilities

The Geography leader is responsible for providing an overview of the subject across the school to inform staff planning and to offer advice in the ways in which the curriculum can be delivered in an effective and engaging way.

They should have an up-to-date knowledge of the subject requirements and ensure that these are met across the school, as well as having an overview of assessment.

They are responsible for ensuring that an overview of the subject is available on the school website. The Geography leader also has a sound knowledge of the resources, which are available within school, and ensures that resources are replenished and updated as necessary.

The Geography leader is responsible for the planning and implementation of any subject specific events, which are ran in the school.

Individual teachers are responsible for the day to day planning, delivery and assessment of the Geography curriculum.

The Senior Leadership team is responsible for ensuring there is a good professional dialogue with the subject leader throughout the school year.

Impact

Vision Statement: Every child will leave as a **reader** who **thinks** critically and has the **resilience** for the world's challenges.

The impact and measure of this is to ensure children not only acquire the appropriate age-related knowledge linked to the Geography curriculum, but also skills which equip them to progress from their starting points, and within their everyday lives.

Assessment

What are our Assessment Principles?

- Assessment puts the child at the centre of their learning
- Assessment provides feedback, which recognises effort and gives next steps to ensure all learners are making progress
- Assessment is used to inform high quality teaching and learning
- Assessment is consistent, fair and reliable.

Please see the Assessment, Recording and Reporting Policy for further information.

Monitoring

The Geography subject lead is responsible for monitoring the standards of children's work and the quality of teaching.

The lead supports colleagues in the teaching of Geography by addressing CPD needs and by giving them information about current developments in the subject, and by providing a strategic lead and direction for the subject in the school.

The subject lead is also responsible for reviewing developments for Geography identified on the School Improvement Plan, evaluating strengths and weaknesses in the subject, and indicating areas for further improvement.

Monitoring and Review

The Geography subject lead is primarily responsible for monitoring the implementation of this policy. This will be through ongoing discussion with the Senior Leadership Team and consideration of the evidence gathered in the subject file. The subject lead will report on this to the governor's curriculum committee. The work of the subject leader is also subject to review by the head teacher as part of our performance management arrangements.

Governor Approval and Review Dates

This policy is to be monitored by SLT and reviewed when changes are made.