

Granby Junior School



Geography Policy

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Aims, Principles and Strategies

This document is a statement of the aims, principles and strategies for the teaching and learning of geography at Granby Junior School. It was first developed in 2014 after the implementation of the new National Curriculum but was redesigned in September 2024 to give the pupils a clearer structure to work through during their time here at Granby.

Geography Intent

At Granby, we encourage and inspire our pupils to have a lifelong love of geography – both as a tool to understand our place on the planet and lens through which to view the natural processes of the world around us.

The geography curriculum has been carefully designed as a series of concentric rings that gradually expand pupils' understanding of the world. In Year 3, learning begins with the child and their local area, developing knowledge of Derbyshire, the United Kingdom and the geographical features closest to them. In Year 4, pupils extend their understanding to Europe, comparing places, cultures and environments beyond their immediate locality. By Year 5, the curriculum broadens further to explore continents such as North America and global physical processes, before Year 6 pupils investigate diverse regions and environments across the world, including polar regions and contrasting societies. This progressive approach ensures that geographical knowledge builds systematically, helping children make meaningful connections between their local community, Europe and the wider world, while developing increasingly sophisticated geographical skills and understanding.

Our teaching of practical geography skills takes children outside of the classroom to engage in outdoor learning. We are reflecting on these practices and always looking to develop our use of our outdoors spaces to enrich and challenge our children with the use of new technology and resources.

As well as this, we are developing a sense of social awareness in our children, allowing them to understand their responsibilities within their local community and to think about how we can share in improving our surroundings for everyone. This is in part achieved through our sustainability topics carried out in each academic year.

Implementation

Our curriculum is shaped by our whole-school approach, which aims to enable all children, regardless of background, ability or additional needs, to flourish and to achieve their very best – Geography is no exception to this. Our lessons are stimulating in a variety of sensory ways to engage all learners; our resources are interesting and adapted to suit specific needs; and our schemes of work promote outdoor learning, to help all children to take an active part in their experience of geography. Manipulative resources and practical tasks allow all types of learners to engage, and outdoor space is used as often as possible to stimulate those with sensory or

learning needs who might achieve more standing up outside than sitting down inside. We also have a strong focus on collaboration which enables pupils to work together towards shared goals.

We teach the National Curriculum, supported by a clear skills and knowledge progression for Geography. We have structured the progression of our children's learning to allow deepening of understanding and development of skills year on year. Our children enjoy vibrant topics that immerse them in exciting new cultures and transport them to unfamiliar environments – their ever-growing locational knowledge helping to contextualise and understand each area of study in relation to their own place in the world. Their evolving understanding of physical processes allows more complex systems to be understood further up school.

School trips and fieldwork are provided to give first-hand experiences, which enhance children's understanding of the world including their locality. An example of this is the year three children exploring and mapping the local area of Ilkeston.

Impact

By the time pupils leave Granby Junior School, they will:

- Have an excellent knowledge of where places are and what they are like.
- Have an excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- Have an extensive base of geographical knowledge and vocabulary.
- Be fluent in complex geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
- Have the ability to reach clear conclusions and develop reasoned arguments to explain findings.
- Have significant levels of originality, imagination or creativity as shown in interpretations and representations of subject matter.
- Have highly developed and frequently utilised fieldwork and other geographical skills and techniques.
- Have a passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.
- Have the ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and their own local environment.

Geography Progression

Our 'Golden Nuggets'

Location

Deepen understanding of the world's oceans and continents, while developing a more detailed knowledge of UK, European and non-European geography.

Skills

To grow in the confident use of traditional and modern forms of mapping and utilise more specialised vocabulary to describe world locations.

Field Work

To develop progressively more sophisticated methods of conducting field work and surveys – from simple to observations to more mature presentations using digital technology.

Physical Geography

To immerse children in a varied and exciting selection of contrasting biomes with distinct natural processes and systems.

Human Geography

To compare and contrast the wide variety of human lives, through studies of settlements, culture and connections.

Teaching

The 2014 National Curriculum focuses on three key areas:

- 1) Contextual **world knowledge** of locations, places and geographical features.
- 2) **Understanding** of the geographical conditions, processes and interactions that explain features, distributions and changes in the world, over time and location.
- 3) Competence in **geographical enquiry** through the application of skills in observing, collecting, analysing, mapping and communicating information.

Required Learning for KS2

Location knowledge

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land use patterns; and understand how some of these aspects have changed over time.
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).

Place knowledge

- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.

Human and physical geography

- Describe and understand key aspects of:
- Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

- Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Planning

The Granby curriculum has been organised accordingly into schemes of learning for each year group, linked to the new National Curriculum 2014-15. Our teaching across the span of KS2 ensures that all key areas are covered in detail at stage relevant for the children.

Medium Term planning identifies clear learning objectives for each unit and matching activities.

Resources are stored centrally and planning is available to all on the school server.

The coordinator conducts a work scrutiny and pupil voice when subject coordinator time is available.

Assessment

Assessment in geography is ongoing and formative with a variety of strategies used such as observation, discussion, marking and questioning. The most significant source of evidence for children's achievement will come from the ongoing evaluation of lessons. Assessment for learning encourages children to be more involved in their learning in History.

Information from this is used to inform teacher's short-term planning and to identify ways forward for learning. Feedback sheets are used by teachers to record during the lesson and identify successes and children that need additional support. These are then used and referred to by the class teacher within further learning opportunities.

Health and Safety Guidelines

When planning fieldwork all teachers consult with the SLT for practical suitability. Teachers must also adhere to the Derbyshire EVOLVE policy for school visits and complete the online assessment if necessary. Staff receive yearly training from EVOLVE, in school. Risk Assessments are carried out in accordance with the 'level' of the trip/activity and dependent on the needs of individual children.

Equal Opportunities and SEND

Activities are carefully planned by the class teacher and be differentiated where appropriate for children with SEND and equally the more able and higher-attaining children. Outdoor learning balanced with technical written work allow all learners to show what they are capable of. Large, visible classroom displays, with key vocab form a central 'hub' to support classroom learning – all children know they can refer to these displays to guide them.

We have recently installed large, child-friendly map displays in the yard to engage children when they are outside at break. This includes maps of the UK, Europe and the world. These maps are used to promote outdoor learning – such as the teaching of grid reference.

Through geography will ensure that we: eliminate discrimination, advance equality of opportunity and foster good relationships. Our topics aim to provoke curiosity and wonderment about the varied cultures that exist in the world, and our schemes of learning in **each year group** contain lessons where pupils compare life in the UK to life in other countries/regions.

We also allow children to deepen their understanding of British values through discussion of social issues and cultural awareness. The study of life in other parts of the world allows our children view their own lives and values against another that may compare or contrast – e.g. our study of the Inuit people of Alaska.

Equality and Inclusion

Diversity

At Granby Junior school our curriculum offers a diverse view of the world, beginning in our local community and extending beyond. Through the lenses of British values, children are positively exposed to a range of role models, reflected within the wider society, redressing the balance seen within our local community.

Inclusion

At Granby Junior School, every pupil is entitled to experience an ambitious, engaging and inclusive geography curriculum that develops curiosity about the world, an understanding of diverse places and cultures, and the knowledge and skills needed to become informed global citizens. We believe that every child can succeed in geography and that high-quality inclusive teaching enables all pupils to participate, achieve and develop a lifelong interest in the world around them.

Teachers understand the diverse strengths, experiences and barriers that pupils may bring to their learning and use ongoing assessment to identify and respond to individual needs. Through the graduated approach of assess, plan, do and review, teaching is adapted to remove barriers while maintaining high expectations for every pupil.

Inclusive geography teaching is rooted in high-quality classroom practice. Lessons are carefully planned so that all pupils access the same ambitious curriculum through a range of adaptive teaching strategies. These may include explicit teaching of geographical vocabulary, visual resources, maps and diagrams, practical fieldwork, modelled examples, scaffolded tasks,

collaborative learning, targeted questioning and the use of technology where appropriate. Reasonable adjustments are made to ensure pupils can fully participate in both classroom learning and fieldwork, while promoting independence and confidence.

Assessment is used throughout lessons to inform responsive teaching, identify misconceptions and ensure that all pupils make progress. Where additional support or challenge is required, teachers work collaboratively with the SENDCo, families and, where appropriate, external professionals to ensure every pupil can achieve success.

Our inclusive approach enables all pupils, including those with SEND, disadvantaged pupils, pupils learning English as an additional language and those with additional talents or interests, to access, enjoy and succeed within the geography curriculum. By removing barriers, valuing pupils' lived experiences and maintaining consistently high expectations, we ensure that every child develops the knowledge, skills and curiosity to understand and care for the world they live in.