



GEOGRAPHY POLICY



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Our Mission Statement

We are a caring, village school which promotes Christian values, where each child receives a high standard of education that is broad, challenging, exciting and encourages creative thinking. We encourage every learner to be the best they can be, to reflect and plan the next steps in their learning journey, demonstrating a respect towards others and contributing to the communities of which they are a part.

Our Vision

Our vision is to nurture unique individuals who are outstanding learners, demonstrating wisdom, responsibility and kindness within their communities. Using the Good Samaritan as our role model, we know that loving others as we are loved is upmost for happy, healthy lives.

Values

Wise - we think wisely and are committed to learning. We relish and retain knowledge and value high standards. We have high expectations, high aspirations and enjoy challenge. Like the wise man who built his house upon the rocks (Matthew 7), we think creatively and use learning to make good decisions. We have firm foundations for our lives.

Responsible – we are responsible for ourselves – our well-being, our behaviour and our learning. We strive to be the best people we can be and the best person for others. We have a responsibility to others inside and out of school and at times need to be patient, tolerant and courageous in demonstrating this. As Noah had to step up when God asked him to, so must we. We are a school family whose strength is in our ability to work together. We know that perseverance and hard work will bring reward and that resilience is about coping with challenges positively.

Kind - we are kind. Through support, nurture and understanding we all flourish. Each one of us is unique – on the outside and inside. We value diversity and respect difference. There are hundreds and thousands, millions of us but God knows everyone and God knows me!

Curriculum Intent

Our curriculum is designed around our Christian values. Each term, we focus on 2 values across the school and develop a working understanding of them through our choice of texts and foundation subject learning, embedding reading and maths at the core. Our approach is to deliver knowledge rich, sequential learning which excites and inspires, provides opportunity for recap and challenge, raises questions for debate, develops learners' confidence and enables independent learning to flourish. High standards, collaboration and valuing individuals' well-being is at the heart of this process. We believe that how we teach is as important as what we teach and that enrichment experiences are an entitlement. We want our curriculum to enable our children to be wise, responsible and kind in line with our school core values.

Why Geography matters

Geography helps children to understand the world around them and their place within it. It develops knowledge of places, people and environments at local, national and global scales, alongside an understanding of maps and a range of geographical enquiry and fieldwork skills.

Through geography, children explore the relationship between people and the natural world and develop an understanding of important issues including the environment, sustainability and the impact of human activity. They learn to ask questions, investigate, interpret geographical information and consider different perspectives.

Geography also provides important opportunities for children to encounter different places, societies and cultures. This is particularly significant in our school context, where the majority of pupils are White British, and supports children in developing a broader understanding of the diversity of the world in which they live.

This complements our work as a Rights Respecting School, providing opportunities to explore geographical issues through the UN Convention on the Rights of the Child (UNCRC) and helping children to understand how rights, responsibilities and global issues are interconnected.

Geography Intent

At Buckland, we aim to provide a knowledge-rich and progressive geography curriculum which inspires in children a curiosity and fascination about the world and its people. We want children to develop a strong sense of place, from their immediate surroundings and local area to the wider world, alongside a sense of awe and wonder at the beauty and diversity of our planet.

Children develop secure knowledge of places, people and environments and an understanding of key human and physical processes. They learn how people and environments are interconnected and interdependent and explore the impact that people have on the world around them.

Sustainability is an important thread within our geography curriculum. We want children to understand their responsibility towards the environment and recognise that geographical issues can be complex, with different perspectives, challenges and possible solutions.

Alongside developing geographical knowledge, children are taught to think and work as geographers. They learn to ask geographical questions, collect and analyse information, interpret maps, atlases, globes, aerial photographs and digital mapping, and communicate their findings in different ways. Fieldwork and first-hand experiences are an important part of our provision, enabling children to apply their knowledge and skills beyond the classroom.

Through geography, we want children to develop the knowledge, skills and curiosity they need to understand their place within an increasingly interconnected world.

Aims:

- develop children's curiosity about the world and its people and foster a sense of awe and wonder;
- develop secure locational and place knowledge at local, national and global scales;
- develop children's understanding of key human and physical geographical processes and how these interact;
- enable children to understand the similarities and differences between places, environments, societies and cultures;

- develop children's ability to ask and investigate geographical questions, collect and interpret information and draw conclusions;
- develop confidence in using maps, atlases, globes, aerial photographs and digital mapping;
- provide meaningful opportunities for fieldwork and first-hand geographical enquiry, including through our local environment;
- develop children's understanding of environmental change and sustainability and encourage them to consider different perspectives on complex geographical issues;
- help children understand how people, places and ecosystems are interconnected and interdependent across the world.

Curriculum

In the EYFS, geography is developed primarily through Understanding the World. Children explore their immediate environment and begin to recognise similarities and differences between places and environments. Through first-hand experiences, stories, maps, discussion and exploration of the natural world, they begin to develop the knowledge and vocabulary that provide foundations for later geographical learning. Outdoor learning and Forest School-style activities provide further opportunities to observe, explore and develop an appreciation of the environment.

In KS1, children build on their knowledge of their immediate environment and develop their understanding of the local area, the United Kingdom and the wider world. They develop locational and place knowledge, identify human and physical features and begin to recognise geographical similarities and differences between places.

Children develop their geographical skills through using maps, atlases, globes, aerial photographs and digital mapping. They undertake simple fieldwork and geographical enquiries, learning to observe, ask questions, collect information and communicate what they have discovered.

In KS2, children extend their locational and place knowledge across the United Kingdom, Europe and the wider world and develop a deeper understanding of significant human and physical geographical processes. They make connections between places and consider how people affect environments and how environments influence people's lives.

Geographical enquiry becomes increasingly sophisticated. Children use maps, atlases, globes, aerial photographs and digital mapping and undertake fieldwork to observe, measure, record and present geographical information. They are increasingly expected to draw on prior learning, make connections and use geographical evidence to explain their thinking.

Fieldwork and First-hand Experiences

Fieldwork and first-hand experiences are an important part of geography at Buckland, enabling children to apply their geographical knowledge and skills in meaningful contexts. Our local environment provides a valuable resource for geographical enquiry, with opportunities to explore and investigate the school grounds and surrounding area.

As children progress through the school, their fieldwork experiences extend beyond

the immediate locality. Opportunities include visits to Badbury Clumps, the River Thames, Blenheim Palace, Hill End, White Horse Hill and the Northmoor Trust, alongside residential experiences in Dorset and the Brecon Beacons in Wales. These experiences are used to enrich curriculum learning and provide opportunities for children to observe, investigate, collect and interpret geographical information first-hand. Where appropriate, children also make use of the school pond and grounds to support geographical and environmental enquiry.

Assessment and Impact

Assessment in geography is ongoing and forms part of everyday teaching. Teachers assess children's developing geographical knowledge, vocabulary and skills through questioning, discussion, observation, geographical enquiry and the work children produce.

Assessment considers not only what children can recall, but also their ability to make connections, apply geographical skills and use their knowledge to explain and reason about places, people, environments and processes.

Teachers use assessment to identify misconceptions and gaps in knowledge and to inform subsequent teaching. Opportunities to revisit prior learning help teachers to establish what children know and remember over time.

The impact of the geography curriculum is monitored through a range of evidence, including children's work, discussions with pupils, classroom visits and assessment information. We expect children to leave Buckland with secure geographical knowledge and skills, an understanding of their place within the wider world and the curiosity to continue learning about it.

Safe Practice and Fieldwork

Fieldwork within the school grounds and beyond is planned and carried out in accordance with the school's procedures for educational visits, risk assessment and safeguarding. Appropriate consideration is given to the age and needs of pupils, the environment being studied and the activities undertaken.

Children are taught to work safely and responsibly during fieldwork and to show respect for the environment and the communities and places they visit.

Technology in Geography

Technology is used where it enhances geographical learning and enquiry. Children use appropriate digital resources to explore places, locate and interpret geographical information and present their findings.

Digimaps is used across KS1 and KS2 to support the development of mapping and geographical enquiry skills.

Inclusion

Geography is taught in a way that enables all children to participate and achieve. Teachers maintain high expectations for all pupils while adapting teaching and providing appropriate scaffolding according to individual need.

Support may include explicit teaching of vocabulary, visual resources, maps and photographs, modelling, practical and first-hand experiences, carefully structured tasks and opportunities for rehearsal and discussion. Fieldwork and educational visits are planned to be as inclusive and accessible as possible, with reasonable adjustments made where required.

Children are given opportunities to work independently and collaboratively and to communicate their geographical understanding in a range of appropriate ways.

*"Small school, big hearts.
Wise, responsible, kind like the Good Samaritan."*

Monitoring

The geography subject leader supports teachers and monitors the implementation and impact of the geography curriculum across the school. This includes appropriate scrutiny of pupils' work, discussions with pupils and staff, classroom visits and consideration of assessment information.

Monitoring is used to evaluate the quality and consistency of provision, identify strengths and areas for development, and ensure that children develop geographical knowledge and skills progressively across the school. The subject leader supports staff as required and ensures that relevant priorities are reflected within subject and whole-school development planning.