



Geography

Curriculum Policy

Written: Autumn 2025

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Peters Hill Primary School

Fly high; flourish and fulfil

School Mission Statement

At Peters Hill we are passionate about the whole child. We want all children to leave school with skills and attributes that prepare them for the next stage in their education and allow them to embrace life's opportunities to the full. Our aim is for every child to fly high, flourish and fulfil the limitless potential they have. We want children to understand and demonstrate the importance of ambition, belief, compassion, pride and respect. We want children to become successful, confident, motivated, responsible and spiritual individuals.

Introduction

Geography at Peters Hill is a valued part of the curriculum, providing a purposeful means for exploring, understanding and appreciating the world in which we live and how it is continuously changing. Geography explores the relationship between the earth and its people through the study of place, space and the environment.

Geography stimulates curiosity and imagination, and we aim to build on each child's personal geography by developing skills, knowledge and understanding through the study of places and themes. It encourages children to learn through experience, particularly through practical and fieldwork activities. Geography at Peters Hill aims to inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives

National Curriculum

The national curriculum for geography aims to ensure that 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
- 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
- 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 Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.



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Intent

At Peters Hill, our Geography curriculum strives towards the following aims:

- To be engaging and inspiring through a well sequenced approach to learning.
- To develop curiosity and interest in the world that we live in.
- To develop a strong sense of place by studying places, people and environments.
- To understand our place in the world around us.
- To recognise diversity and the forms that this comes in.
- To learn the skills of enquiry through a range of resources and approaches.
- To develop technical vocabulary.
- To speculate, make connections and interpret evidence.

Curriculum

Early Years Foundation Stage

At Peters Hill we use the non-statutory documents “Development Matters” and “Birth to Five Matters” as guidance for providing play-based activities and exploratory learning experiences that encourages curiosity about the world around them. Children begin to understand their immediate environment by exploring indoor and outdoor spaces, observing natural features and discussing their local community. Through stories, maps, photos and hands on activities, children learn to describe places, use simple positional language and make comparisons between different environments. Opportunities for outdoor learning, trips and interactions with visitors help them build a sense of place and awareness of the wider world, laying foundations for geographical enquiry and understanding in KS1 and KS2. Below are the Early Learning Goals from the EYFS Statutory Framework 2025.

Understanding of the World (UW)

ELG: 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.

ELG: People, Culture and Communities

- 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.



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Key Stage 1

Pupils should be taught about:

Local knowledge:

- Name and locate the world's seven continents and five oceans
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and the surrounding seas.

Place Knowledge:

- Understand geographical similarities and differences through studying human and physical geography of a small area of the United Kingdom, and of a small area of a contrasting non-European country.

Human and physical geography:

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to:
- key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- key human features, including city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork:

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.



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Key stage 2

Pupils should be taught about:

Location knowledge:

- locate the world's countries, using maps to focus on Europe
- 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 and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.



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Approaches to teaching and learning

At Peters Hill we adopt a variety of teaching and learning approaches in lessons. We use whole-class teaching and group activities and combine these with practical and enquiry-based research activities. Children are actively encouraged to participate in practical tasks and co-operative learning opportunities.

We believe children learn best when:

- they are provided with opportunities to work independently and collaboratively
 - they listen to and interact with news and current issues
 - they learn about experiences that relate to their own lives and experiences
 - they apply the skills and knowledge they have learnt in the classroom to complete fieldwork and educational visits
 - they have access to and can evaluate secondary sources
 - they use a variety of mediums and materials to present their work
 - they are shown, or use independently, digital resources and technology
 - they are given the opportunity to form connections between previous learning and new learning
- they are able research independently to explore particular areas of interest.

Curriculum Planning

Our school has devised a programme of study to ensure that geography is taught through a sense of place, builds on key skills and is underpinned by National Curriculum age related expectations. We have merged the “Key to the Curriculum” scheme with our own bespoke Peters Hill Units linked to the local area to create 4 sequential pathways across the school. Our medium-term planning identifies the key skills for each year group and outlines creative and purposeful learning opportunities that can be delivered in the classroom.

Fieldwork is an important part of the geography curriculum. At least once a year in every year group, children are provided with the opportunity to study beyond the classroom to develop their fieldwork skills. Each fieldwork opportunity links to a geography unit in their year group and therefore enables children to apply the skills and knowledge that they have developed in the classroom practically. Planning for educational visits follows the current guidelines produced for schools by Dudley MBC.

Links to other Subjects

Use of I.C.T

Computing provides a meaningful context to practise and apply geographical skills. Websites, such as Google Earth or Digi map for schools, allow children to experience online mapping. This can help them better understand a locality they are investigating or reflect on what they have learned after an off-site visit.

Literacy

Geography contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. We provide a range of books with links to our geography topics for pupils to read. Children develop oracy skills through dialogic discussion, debate and speech making. They develop their writing ability by presenting their learning in a range of written tasks.



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History

Cross curricular links are made regularly between the historical and geographical topics that are taught across the school to enable children to understand how events and places have affected each other over time. Children participate in map work to explore the migration, invasion and settlement patterns of different historical groups. Maps are integrated into history lessons to explore and visualise what areas across the globe used to look like in the past and how they have changed over time due to the movement of people. Similarly, history is integrated into geography lessons to build connections between space and time. In addition, understanding geographical processes provides explanations as to why historical groups migrated or invaded other areas.

DT

Geography and DT are subjects that encourage children to explore how people interact with and shape their environment. In geography, pupils learn about places, resources and how human needs are met in different settings, whilst DT allows them to apply this knowledge by designing and making practical solutions to real world problems.

Mathematics

Geography contributes to the teaching of mathematics in a number of ways due to the analysis of facts and figures as well as the use of data. There are many opportunities for children to apply their mathematical knowledge and skills through the geography curriculum. One area of maths which is prevalent throughout the geography curriculum is statistics as children collect, record, manipulate, present and analyse geographical data using different scales. In addition, children learn to estimate and predict.

Personal, Social and Emotional Development

Geography makes a significant contribution to the teaching of personal, social and health education through the teaching of different cultures, the widening of horizons, as well as the children benefitting from opportunities to enjoy nature and being outside. We promote the concept of positive citizenship in our dedication to sustainability. Each year, the school will have a carefully selected ECO-Team. Children will need to apply to become a part of the team. The ECO –Team will think of innovative ways to make the school more ECO friendly and aim to educate their peers on this matter. Ensuring that the school grounds and community are kept clean, recycling is effective and efficient and that the school is being mindful of reducing waste will always be a priority. Each year there will be new challenges and projects to work on that will aim to increase and promote sustainability.

Art

From looking at cave paintings to the landscapes of impressionist artists, children are able to explore the human and physical characteristics within our world. Through looking at artwork over different periods of time, children are able to see the advances in architecture, mapmaking, navigation, and forms of land ownership.



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Science

Geography has many close links with science as geography is considered a spatial science. Both subjects seek to discover, explore and understand the world around us. The “Working Scientifically” strand links closely with enquiry-based learning in the geography curriculum. The teaching of sustainability encourages children to make meaningful links between scientific and geographical thinking and skills.

PE and Outdoor learning

Geography has been woven into our PE curriculum through orienteering, where the children will reinforce and develop their map skills by completing fun and engaging orienteering tasks around the school grounds. Outdoor learning sessions can be used to further push orienteering. Alternatively, outdoor learning is a wonderful opportunity for children to engage with the natural environment, whether that be through unstructured exploration or specific tasks designed by the class teacher.

Differentiation

At Peters Hill, we recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- Setting common tasks that are open-ended and can have a variety of responses.
- Setting tasks of increasing difficulty where not all children complete all tasks.
- Providing a range of challenges with different resources.
- Using additional adults to support the work of individual children or small groups.

Provision for SEND

Assessment against the National Curriculum allows us to consider each child’s attainment and progress against age related expectations. When progress falls significantly outside the expected range, the child may have SEN. We look at a range of factors, including, modifying when appropriate the objective, task and resources in lessons. We may consider providing adult or peer support where appropriate or opportunities to work in groups to develop confidence and historical skills further. There may also be a need to provide additional resources or alternative teaching strategies; particularly if a child’s literacy skills are significantly delayed.



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Resources and facilities

We have annual membership to the Geographical Association for high quality resources based around current research as well as a wide range of materials to support the teaching of geography across the school. The library, and each year group, has a supply of topic books to support children's individual research and understanding. Google Earth is available on all of the chrome books to provide children with the opportunity to explore different localities. Furthermore, Digi map for schools has been purchased for the school this year. This excellent resource gives children and teachers access to a set of online services that provide maps and mapping data. Finally, a variety of maps and globes are available to support the teaching of geography.

Assessment

Teacher assessment takes place at the end of each unit of work in Learning Logs. These assessments are completed termly as geography is taught throughout every term in every year group. Results are recorded in mark books against learning outcomes using below age related, age related or above age related. Regular formative assessments are made during lessons using observations, retrieval strategies, discussions, questioning, challenges and both self and peer evaluation/assessments. Progress and the level at which pupils are working is shared with parents/guardians using the annual report.

Monitoring and Evaluation

Monitoring the planning and assessments of the geography curriculum is the collaborative responsibility of The Senior Leadership Team, The Whole School Curriculum Lead, The Subject Advocate and Year Group Leaders. They will be involved in evaluating medium term plans and taking note of annotations, amendments and suggestions made by class teachers. They ensure that the curriculum has been covered and that there are no gaps. Book trawls, data analysis, learning walks and lesson observations are carried out across the school to monitor the delivery of the geography curriculum. The coordinators take responsibility for addressing any needs or concerns that arise because of this monitoring.



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Roles and Responsibilities

Whole School Curriculum Lead

The whole school curriculum lead is responsible for the overall coherence and integration of the curriculum across all subjects within the school. They develop and implement curriculum strategies in alignment with the school's vision, policies and educational standards. This role involves working closely with the subject advocate to ensure that each subject is effectively contributing the overarching educational goals. By facilitating collaboration and maintaining a comprehensive approach, the Whole School Curriculum Lead ensures that pupils receive a well-rounded and cohesive learning experience. The Curriculum Lead holds and develops the subject intent and implementation planning.

Subject Advocate

A Subject Advocate is an enthusiastic supporter of a particular subject within the school, focusing on fostering a love for learning and engagement among both staff and pupils. They act as a champion for their subject, inspiring innovative teaching methods and encouraging collaboration between teachers. Their role is pivotal in creating a positive atmosphere, where curiosity and exploration are nurtured, ultimately helping to improve pupil outcomes and making the subject more enjoyable for everyone involved. They focus on innovation and creativity in the subject and contribute significantly to the intent of the subject.

We aim to foster:

- Project Based Learning- Implement an integrated curriculum approach that connects History's knowledge and skills pathways to other subjects, fostering interdisciplinary learning.
- Real Life Contexts - Connect the History curriculum to relevant real-life experiences and the local community to engage pupils more deeply.
- Feedback Mechanisms - Establish regular and purposeful mechanisms with children, staff and parents, to refine and enhance the History curriculum effectiveness.
- Innovative Teaching and Learning- Inspire staff to use innovative and creative teaching methods when delivering the History curriculum.
- Collaborative Environments - Foster collaborative planning approaches for staff to share their strengths and innovative strategies that enhance creativity in lesson design and boosts pupil engagement.
- CPD for Subject Advocates - Ensure subject advocates have the skills and knowledge to champion the development of the subject to include innovation and creativity through research informed decisions.



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Parental involvement

As with all other areas of children's learning, we need the support of parents and carers to help us to maximise the development of each child's potential. This could include helping your child with any research or homework which may be set. Parents may be asked to share their experiences of family holidays, send photos of local landmarks or use digital maps at home as discussion points related to our geography curriculum.

Equality Statement

At Peters Hill Primary School, our curriculum for geography will develop enjoyment of and commitment to stimulating the best possible progress and the highest attainment for all our pupils irrespective of social background, culture, race, gender, differences in ability and disabilities. All of our pupils have a secured entitlement to participate in the geography curriculum, and our teaching approaches ensure the avoidance of stereotyping when planning work or organising groups. All the teaching staff agree that when using reference materials, they should reflect social and cultural diversity and provide positive images of race, gender and disability. This is in line with the Equality Act 2010 and the school's equality objectives.

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