

Geography policy

"The study of geography is about more than just memorizing 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 different resources made me think”.

-Year 6 pupil – April 2026

Aims of the Geography Curriculum



We hope a broad, exciting and enjoyable geography curriculum will allow our children to appreciate and experience the world around them hoping to inspire pupils with a curiosity and fascination about the world that will inform decisions throughout their lives. Immersing children in other cultures, we believe, will nurture a greater appreciation for the world we live in, develop aspirations and help them recognise the importance of sustainable development for the future of mankind.

More Able Learners in Geography



September 2025
Learning all about volcanoes



Visit to Brockholes – June 2025

What we intend to do

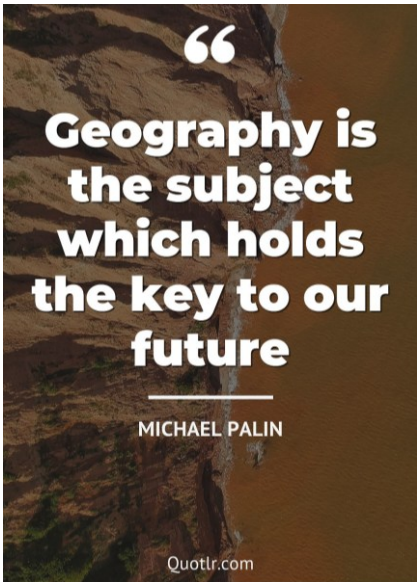
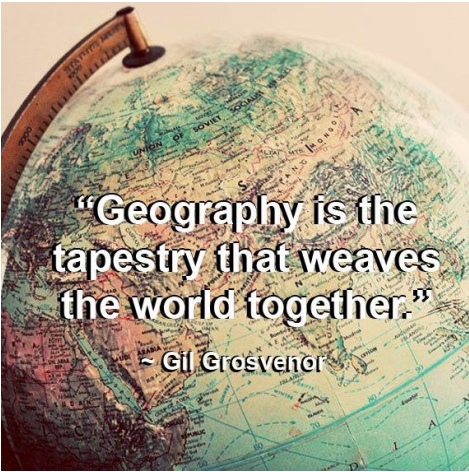
HOW LEARNERS ARE CHALLENGED

All children are challenged through quality first teaching within every Geography lesson. Children will be encouraged to ‘aim high’ and be the best they can be. Using this culture their achievement will be recognised and valued. We encourage the children to ask questions and think critically about the answers and conclusions reached, without just accepting them immediately. They will be encouraged to connect new knowledge with prior knowledge to help construct their own meanings through investigative work. This will be done through field work which all children will have the opportunity to do each year. Children that have a keen interest in geography will be supported and encouraged to pursue further research and develop intrigue. All children will have to opportunity to join the Eco Committee and use their love of geography to help the school environment, taking a leading role within the school

At Brabin’s Endowed, we believe that Geography is an essential part of everyday life. It helps to provoke and provide answers to questions about our world. Children are encouraged to develop a greater understanding of the world, nurturing a further appreciation for their place in it. The curriculum at Brabin’s Endowed allows children to develop both knowledge and skills that a transferable to differing curriculum areas, promoting their development.

Our aim is to inspire a curiosity and fascination for the world and its people, by promoting the children’s interest and understanding of diverse places, people, resources as well as natural and human environments alongside an understanding of the Earth’s key physical and human processes.

At Brabin’s Endowed we recognise the fact that in all classes there are numerous learners, each with individual needs. We ensure all pupils have access to the full range of activities involved in learning Geography and are given the opportunity to showcase their skills and knowledge.



All children will access...

- ✓ A rich and broad curriculum.
- ✓ A well-resourced collection of geography equipment and resources to help enhance their learning.
- ✓ An opportunity to take part in fieldwork each year.
- ✓ An opportunity to explore our local area including the fells, hills and villages on our doorstep.
- ✓ Theme days linked to units of work.
- ✓ Share learning at class showcases and assemblies.
- ✓ Forest school after school club.

Visits, enrichment days, access to specialists and clubs



Year 5/6 Debate

Debate: should deforestation in the Amazon Rainforest continue_



Key stage 1 Forest school sessions - 2025

Autumn jelly
November 2025

Exploring the natural world.



. Visit to Beacon fell
November 2025



Gardening club
2026

Supporting Learners in Geography

Learning in Geography is carefully planned to include all learners. We ensure all pupils have access to the full range of activities involved in geography. A range of interventions are also deployed to help close gaps or attend to individual needs. These may be delivered by the class teacher or teaching assistant within or outside the lesson. If progress falls significantly outside the expected range, the child may have special educational needs. Where needed a child may have an individual support plan to target specific needs. This may include additional support from a teaching assistant or a tailored learning intervention. Learning maybe differentiated by outcome, task or resources.

PARENTAL INVOLVEMENT

- Opportunities to share children’s work will be taken. There are numerous ways that we share children’s work with parents and opportunities are planned for and arranged throughout the year.
- Assemblies where the parents are invited in so the children can share their work.
 - Sharing work through class dojo.



Whole school Forest school day
May 2026

Implementation

What Geography will look like

Geography at Brabin’s Endowed is taught in units throughout the year, so that children can achieve depth in their learning. Teachers have identified the key knowledge and skills of each unit, and topic and consideration has been given to ensure progression across topics throughout each year group across the school. In KS1 and KS2, our curriculum follows the National Curriculum and Lancashire units, organised into themes: Locational and place knowledge, Human and physical geography, and Geographical skills and fieldwork. Each year group studies units which are supported by visits and fieldwork. The Opening Worlds approach ensures scope, rigour, coherence, and sequencing. Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school’s commitment to inclusion. This can also be supported through grouping and class organisation. Cross curricular outcomes in geography are specifically planned for, with strong links between geography. The local area is fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice

- Our teaching sequence will be:
- Locational Skills Identify and locate their place of interest using maps, aerial photographs, the internet and other sources of information. Vocabulary – human and physical features to be included
 - Understand the key vocabulary associated with their topic of interest and understand the meaning of them in a practical/real life context.
 - All pupils will access language from their knowledge organisers and knowledge walls within the classroom. Application-outdoor learning
 - Use the outdoors to understand process, map reading skills, directional language, to develop their fieldwork skills based on their learning
 - Apply their knowledge from their topic to the world around them locally and globally.
 - What could/should the world be like in the future?
 - What can we do to influence change?

Geography Curriculum Overview 2-year cycle – Opening Worlds units

	<i><u>Autumn 1</u></i>	<i><u>Autumn 2</u></i>	<i><u>Spring 1</u></i>	<i><u>Spring 2</u></i>	<i><u>Summer 1</u></i>	<i><u>Summer 2</u></i>
<i><u>Year 1 & 2</u></i> <i><u>Cycle A</u></i>	Living in the countryside	Living in the cities	Where are we?	The seasons change		Living in the mountains
<i><u>Year 1 & 2</u></i> <i><u>Cycle B</u></i>	Weather in the world		Nature all around us	Visiting new places	Changing our world	Living by the sea
<i><u>Year 3 & 4</u></i> <i><u>Cycle A</u></i>	Volcanoes	Climate and Biomes	Rhine and Mediterranean	Population	Coastal process and Landforms	Tourism
<i><u>Year 3 & 4</u></i> <i><u>Cycle B</u></i>		Rivers	Mountains	Settlements and Cities	Agriculture	Local study
<i><u>Year 5 & 6</u></i> <i><u>Cycle A</u></i>	The Amazon	Interconnected Amazon	Energy and Climate change	Changing Brimingham	Jamaica	
<i><u>Year 5 & 6</u></i> <i><u>Cycle B</u></i>	Earthquakes	Deserts	Why is California so thirsty?	Oceans	Migration	North and South America

Subject Organisation and Implementation at Brabin’s

In Geography we implement a curriculum that is progressive throughout the whole school. Georgraphy is taught as part of a half-termly unit, focusing on knowledge and skills stated in the National Curriculum. Units of work are carefully planned as a whole staff to ensure progression and a wide range of experiences can be accessed. Due to our mixed age setting, the scheme of work runs on a two-year cycle. During a half termly unit of work, there will be cross-curricular links where appropriate, this enhances their subject knowledge and learning experiences. Throughout the units of work there will be lots of opportunities for the children to produce independent written work and be exposed to rich learning experiences and visits.

Outcomes reflect a range of writing, for different audiences and purposes. These include diary entries, non-chronological reports, poetry and newspaper articles.

The children take part in theme days such as forest school day.

Professional Development in Geography

At Brabin's, we intend to keep the subject of Georgraphy rigorous and alive, so it is reflective of pedagogical research and is ambitious in its aims. To do this, we invest in Continued Professional Development in Geography for all our staff.

The subject leader attends courses when this is appropriate and this is fed back to ensure all staff members are up to date. Opportunities for professional engagement with cluster colleagues are highly valued, where appropriate, this can include class teachers taking part in moderation and training events. Training for staff is provided regularly through our weekly staff meetings and a focus on a different subject each week to ensure each subject has a presence. As small team of teachers, close communication is a key strength, and teachers regularly share good practice with one and other.

Examples of Spiritual, Moral, Social & Cultural Development in Geography

Spiritual	Moral	Social	Cultural
- Marvel at the awe and wonder in the different weather and seasonal patterns. -Using maps and other resources to get the children to imagine what it might be like to live in other parts of the world different to ours (including areas which experience natural disasters). - Consider how the world has changed and developed. -Wonder and consider the similarities and differences around the world- time zones; cultures; wars; rainforests; volcanoes; mountains.	Consider how people use and treat the environment. -Acting to make the world more sustainable e.g. recycling. -Discussing the impact and effect of man on earth. -Considering the impact of geographical activities e.g. deforestation.	Developing map reading skills is essential for later life. -Understanding more about themselves and their place in the immediate, local and global communities. -Understanding the social impact of over-population and what can and can't be changed.	Developing empathy and positive attitudes towards people of all cultures, recognising that often people have common needs and similar challenges. -Exploring cultures that have had a great impact on our local area. -Looking at causes and effects of movement and how land use has changed over time.

WELLBEING AND MENTAL HEALTH

At Brabin’s, we recognise the research which shows how a whole school approach can promote wellbeing and positive mental health.

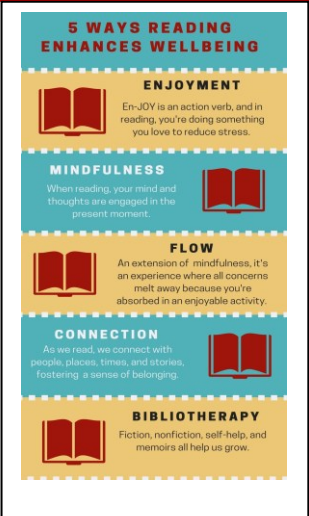
This Government report from 2018 states the importance for creating a whole school culture. The culture, ethos and environment of the school can have a profound influence on both pupil and staff mental wellbeing.

A whole school approach is one that goes beyond the teaching in the classroom to pervade all aspects of school life, including:

*partnerships with families and the community: proactive engagement with families, outside agencies, and the wider community to promote consistent support for children’s health and wellbeing.

*teaching: using the curriculum to develop pupils’ knowledge about health and wellbeing.

*culture, ethos and environment: the health and wellbeing of pupils and staff is promoted through the ‘hidden’ or ‘informal’ curriculum, including leadership practice, the school’s policies, values and attitudes, together with the social and physical environment;



<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2> document

CULTURAL CAPITAL

Geography presents great opportunities to highlight to our pupils the areas within and outside our environment, enhancing their ability to appreciate and care for the world around them. Through a rich provision of high-quality geography experiences and resources, children will become familiar with various cultures and landscapes, for example giving the children an opportunity to visit a large city such as London and the ability to compare it with our locality.

DEVELOPING BRITISH VALUES WITHIN THE GEOGRAPHY CURRICULUM

Geography at Brabin’s Endowed encourages pupils to explore how places have been changed by the contexts and processes that have shaped them. It helps them to understand the complex ways in which communities and societies are linked and to appreciate the diversity of people’s backgrounds. Geography also helps pupils to understand society better. Appreciating diversity encourages positive relationships and shared values. It promotes tolerance and partnership, within local and wider communities.



GEOGRAPHY IN THE EARLY YEARS

Early Years explore geographical themes and content through the Understanding of the World strand of the EYFS curriculum. This involves guiding the children to develop sense of their physical world, as well as their community, through opportunities to explore, observe and find out about people, places, technology and the environment. Understanding the World is one of the seven key areas in the Early Years Foundation Stage (EYFS) and involves giving children opportunities to: Make sense of their environment and surroundings.

- Explore observe and find out about people in their communities and the wider world.
- Use technology to help make sense of the world and its people
- Children talk about past and present events in their own lives and in the lives of family members. They know that other children don’t always enjoy the same things and are sensitive to this.
- They know about similarities and differences between themselves and others, and among families, communities and traditions. The world: children know about similarities and differences in relation to places, objects, materials and living things.
- They talk about the features of their own immediate environment and how environments might vary from one another
- They make observations of animals and plants and explain why some things occur and talk about changes.
- Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for purposes. All learning is scaffolded through high-quality questioning and language. Play is facilitated so it maximises opportunities for creativity and exploration, both indoors and outdoors.

ASSESSMENT

All children are encouraged to be involved in the process of learning. In lessons across the school, teachers strive to provide instant oral feedback. Assessment within Geography will involve observations, discussions with children, samples of work and recorded evidence. At the end of a unit of work the teacher will make a summary judgement about the work of each pupil in relation to the National Curriculum expectations using the school assessment format. Individual children’s progress will be monitored and tracked through each year group. Pupil attainment data is shared with the Subject Leader on a termly basis. This data is then analysed by the Subject Leader focusing on trends across the school, the proportion of pupils meeting age related expectations and those pupils working at a deeper level within the standard. Parents are informed of their child’s achievement within geography in the end of year report and where appropriate, during parents’ evenings. In the EYFS, formative assessments are carried out on a daily basis. This type of assessment informs planning, the children’s next steps and demonstrates progress. At the end of EYFS, the teacher completes an end of year report and makes a judgment for each of the 17 Early Learning Goals including reading and writing, this document is shared with parents.

MONITORING

Monitoring is undertaken by the Headteacher/Subject Leader. This is conducted regularly and includes: -

- Monitoring of planning.
- Book Scrutiny.
- Learning Environment Walkthroughs.
- Talking to children.
- Data analysis.
- Lesson Observation.

Information will be shared with all governors through the Curriculum Committee, the Headteacher Report to Governors.

IMPACT

Children will leave Brabin’s Endowed Primary School with a love and curiosity about the world. They will have developed an understanding of the methods and skills of geographers at an age-appropriate level. They will have secure understanding of the key techniques and methods for each key area of the curriculum: field work, place and location knowledge, and human and physical knowledge as well as progression of understanding, with appropriate vocabulary which supports and extends understanding. Subsequently they will be confident in discussing geography, their own work and identifying their own strengths and areas for development