

## Geography

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<b>Name of school</b>	<b>Crabbs Cross Academy</b>
<b>Date of policy</b>	<b>Autumn 2025</b>
<b>Member of staff responsible</b>	<b>Leanne Kinlan</b>
<b>Review date</b>	<b>Autumn 2027</b>

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### **Rationale**

Geography is an essential part of the curriculum at Crabbs Cross Academy. It provides pupils with opportunities to explore, appreciate, and understand the world in which we live. Geography helps pupils investigate the relationship between the Earth and its people, contributing to their cultural, social, spiritual, and moral development as they learn about a wide range of cultures and traditions.

At Crabbs Cross Academy, we use the Kapow Primary Geography scheme to ensure teaching and learning is progressive, engaging, and meaningful. Developing strong geographical skills is vital, as pupils will have opportunities to travel, work, and interact with different cities and countries across the world. Pupils are taught to use maps, charts, and other geographical data effectively, equipping them with the knowledge and skills needed to succeed in a global society.

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### **Aims of the Kapow Primary Geography Scheme**

At Crabbs Cross we aim to:

- Inspire pupils to become curious and explorative thinkers, helping them “think like geographers.”
- Enable pupils to develop confidence in questioning, observing, measuring, recording, analysing, and presenting geographical data.
- Build awareness of how geography shapes lives at local, national, and global levels, and over time.
- Encourage pupils to become resourceful, active citizens capable of contributing to and improving the world around them.
- Develop both geographical knowledge (locational, place, human/physical geography) and skills/fieldwork (procedural and enquiry skills).
- Foster critical thinking, enabling pupils to analyse evidence, evaluate sources, and draw conclusions.
- Promote fieldwork skills, including observation, measurement, data collection, and presentation.
- Broaden pupils’ understanding of their locality and how it compares to other places in the world.
- Expand pupils’ geographical vocabulary and conceptual understanding, so they can use accurate terms and understand key concepts.
- Ensure the curriculum is accessible, ambitious, and progressive, with key knowledge revisited in a spiral curriculum.



- Develop wider skills such as digital literacy, oracy, and sustainability awareness.
  - Support teacher confidence and whole-school curriculum coherence with structured resources aligned to statutory guidance.
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### **Principles of the Teaching and Learning of Geography**

Geography is important because it:

- Encourages pupils to become aware of their place in their immediate environment and understand how their location, as well as that of others, affects everyday life. Providing opportunities for pupils to explore local places through enquiry, observation, and data collection.
  - Enables pupils to appreciate their place in global society by studying different environments, cultures, and communities. Ensuring pupils make meaningful comparisons across local, national, and global contexts.
  - Helps pupils understand that people in other places have their own daily realities, which may be similar to or different from theirs, and that all perspectives are equally important. Pupils learn to respect diversity and global interconnections.
  - Broadens horizons by fostering understanding of pupils' role within a global community. Encouraging enquiry, discussion, and research skills to consider global issues, sustainability, and human impact.
  - Develops practical geographical skills and knowledge, including map reading, data analysis, fieldwork, and use of digital tools, with clear progression embedded in the curriculum.
  - Builds understanding of geographical processes and changes, such as weather, volcanoes, or mudslides, and their impacts both locally and globally, integrating physical and human geography
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### **Geography Curriculum Planning**

At Crabbs Cross Academy, Geography is taught through a topic-based approach using objectives from the National Curriculum, and we implement the Kapow Primary Geography scheme to ensure consistent progression and engagement across all year groups. Our curriculum planning is structured in three phases: long-term, medium-term, and short-term.

- Long-term plans map the topics studied each term across each key stage. Using Kapow, these plans ensure full coverage of the curriculum, a logical sequence of topics, and clear progression of knowledge and skills from Year 1 to Year 4.
- Medium-term plans provide detailed guidance for each unit of work per term. They outline key knowledge, geographical skills, and enquiry opportunities for pupils, in line with Kapow's structured progression and learning objectives.
- Short-term plans are developed by individual year groups and specify lessons or sequences of lessons. Each plan identifies clear learning objectives, success criteria, and the skills and knowledge pupils are expected to develop. Class teachers maintain these plans and can discuss them informally with the subject leader to ensure consistency and quality.

Through Kapow, topics are designed to build on prior learning, allowing pupils of all abilities to develop their knowledge and skills progressively. The scheme provides increasing challenge as pupils move through the school, with opportunities for enquiry, fieldwork, and the application of skills in both local and global contexts. This ensures that pupils not only acquire knowledge but also learn to think like geographers and engage meaningfully with the world around them.

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### **Foundation Stage**

In Reception, Geography is taught as an integral part of the topic work covered throughout the year. As part of the Foundation Stage, geographical learning is closely linked to the Early Years Foundation Stage (EYFS) curriculum objectives. Pupils develop essential knowledge, skills, and understanding that help them make sense of the world and form the foundation for Geography in Key Stage 1.

Through carefully planned topics, pupils are provided with opportunities to:

- Observe and identify features of their immediate environment and the natural world.
  - Explore their surroundings and understand basic concepts of place and space.
  - Discuss and describe what they see, including changes in their environment over time.
  - Use role play, imagination, and discussion to explore cultural differences and similarities.
  - Begin to develop enquiry skills by asking questions, making observations, and sharing their ideas.
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### **Key Stage 1**

In Key Stage 1, pupils build on Reception foundations to develop knowledge about the world, the United Kingdom, and their local area. They begin to explore both human and physical geography, learning to use subject-specific vocabulary to describe key features of places and environments.

Pupils are introduced to key geographical skills, including:

- First-hand observation of their surroundings to identify and describe features.
  - Basic mapping skills, such as using simple maps, plans, and symbols to enhance location awareness.
  - Asking questions and recording findings, fostering enquiry skills and curiosity.
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### **Key Stage 2**

In Years 3 and 4, pupils deepen their understanding of the United Kingdom, Europe, and the wider world. They explore more complex human and physical geography concepts and develop enquiry and fieldwork skills to investigate environments more independently.

Key learning includes:

- Locational knowledge: identifying countries, cities, and geographical features in the UK, Europe, and beyond using maps, atlases, and digital tools.
- Place knowledge: understanding similarities and differences between localities, regions, and countries, including physical and human features.
- Human and physical geography: studying rivers, mountains, climate, settlements, land use, and population patterns, and exploring human-environment interactions.



- Geographical skills and fieldwork: measuring, recording, and presenting data; using maps and compasses; observing and describing features; asking questions and drawing conclusions.
  - Sustainability and environmental awareness: considering human impact on the environment and ways to protect and improve it.
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### **The Contribution of Geography to Other Curriculum Areas**

Geography actively promotes literacy skills, including reading, writing, speaking, and listening. Activities such as writing reports, letters, and recording findings support the development of pupils' writing and communication skills.

In Mathematics, Geography contributes through the study of space, scale, and distance, as well as the use of grid references. Pupils also interpret and create graphs and charts to explore, analyse, and present a variety of geographical data, reinforcing mathematical understanding in real-world contexts.

Geography also plays a significant role in Personal, Social, Health Education (PSHE) and citizenship. The subject naturally raises issues of social responsibility and welfare—for example, studying recycling, environmental sustainability, and the ways human activity changes the environment. Pupils are encouraged to engage in debates and discussions, developing skills in reasoning, perspective-taking, and collaborative decision-making.

Through the study of contrasting localities, children gain awareness of inequality and injustice in the world. Geography helps pupils develop understanding and respect for different cultures, encouraging them to avoid stereotyping and fostering positive attitudes towards others. The subject also supports social development by helping pupils understand how societies manage economic development and resolve complex global challenges.

The Kapow Geography scheme strengthens these cross-curricular links by providing structured, enquiry-based activities that integrate literacy, numeracy, and citizenship. Pupils engage in tasks that require reading, writing, speaking, and listening, while analysing data and exploring social and environmental issues in meaningful contexts.

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### **Assessment for learning**

At Crabbs Cross Academy, assessment for learning is central to Geography teaching. It ensures that learning is purposeful, meaningful, and responsive to pupils' needs. Teachers use the Crabbs Cross Crucial Questions and clear learning objectives to guide lessons, encouraging pupils to understand the purpose of their learning and develop critical thinking and enquiry skills.

During each lesson, pupils are assessed against their learning objectives and the “Steps to Success”, allowing teachers to identify progress, provide targeted support, and adapt their teaching so all learners can “fly high” in Geography.

At the end of each unit, teachers capture an overall assessment to:

- Help pupils reflect on their strengths and interests.



- Inform future classroom planning and differentiation.
  - Enable the subject leader to identify highly skilled pupils and monitor progress across the curriculum.
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### **Geography and Inclusion**

At Crabbs Cross Academy, Geography is taught to all pupils, regardless of ability or need, providing a broad and balanced education. Learning opportunities are carefully designed to match the needs of children with learning difficulties. We strive to meet the needs of pupils with special educational needs, disabilities, special gifts and talents, and those learning English as an additional language.

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### **Equal Opportunities**

We are committed to reflecting positive images in the resources, displays, and materials used in Geography. Pupils are encouraged to work collaboratively, listen to each other, and treat everyone with respect, promoting inclusive attitudes and social development.

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### **Fieldwork**

Fieldwork is an integral part of high-quality Geography teaching. We aim to provide as many opportunities as possible for pupils to engage in practical geographical research and enquiry.

Children carry out investigations in the local environment, observing and recording information around the school site, which helps to develop their enquiry skills, observational techniques, and practical understanding of the world.

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### **Monitoring and Review**

The Geography subject leader is responsible for:

- Monitoring the standards of pupils' work and the progression of skills.
- Overseeing the quality of teaching in Geography.
- Driving developments in the subject and providing strategic leadership.
- Monitoring and auditing resources and managing the subject budget effectively.

The Subject Leader carries out planning and book trawls, providing constructive feedback and identifying areas for development where appropriate. Regular monitoring ensures continuity, progression, and high standards across the Geography curriculum.

### **Policy Review**

This policy is reviewed annually.

	Signed Headteacher	Signed Chair of Governors
Date of review:		
Date of next review:		

