



Geography Policy

'At Calshot we aim to provide the highest quality of learning and care for ALL children in a safe and enjoyable environment, nurturing personal values, in partnership with parents, carers and the wider community. We expect everyone in our school to strive to achieve their full potential.'

Policy Lead	Head Teacher
Committee	Achievement and Curriculum
Link Governor	None
Date of Last Review	28 th September 2026
Next Review Date	Autumn 2029

Aims and Objectives

The national curriculum for Geography aims to ensure that all pupils:

- Develop contextual knowledge of the location of globally significant places
- Understand the processes that give rise to key physical and human geographical features of the world
- Are competent in the geographical skills needed to: a) collect, analyse and communicate with a range of data gathered through the experience of fieldwork b) interpret a range of sources of geographical information and c) communicate geographical information in a variety of ways
- Develop their geographical knowledge and skills in an engaging and enjoyable manner

Provision of Teaching and Learning

At Calshot Primary School we use a variety of teaching and learning styles in Geography lessons. Our principal aim is to develop the children's knowledge, skills and understanding and we do this in a manner, which caters for the needs of visual, auditory and kinaesthetic learners.

Curriculum

At Calshot Primary School, from Year 1 to Year 6, Geography is taught within the thematic curriculum, which promotes links between geography and other curriculum areas in order to provide a context for learning. The thematic approach means that pupils become immersed in the knowledge and language of the topic, which in turn promotes achievement across all aspects of the curriculum, in both core and foundation subjects.

The children access a range of skills taught from the Programmes of Study that encompass:

- Geographical Skills and fieldwork
- Human and Physical Geography
- Place knowledge
- Locational Knowledge

Children are given Knowledge Organisers at the start of each topic to ensure they know what prior learning is required, the objectives to be competed, vocabulary to be learnt and the coverage to be taught.

Inclusion

We endeavour to provide teaching and learning opportunities for all pupils, regardless of their level of ability, through a differentiated curriculum, which is matched to the needs of the individual child.

Adaptive Teaching

Adaptive teaching in Geography is best defined as 'an approach a teacher will use to continually assess the strengths and needs of learners, and adapt their teaching dynamically and accordingly, to ensure all learners can meet expectations.'

The main purpose of adaptive teaching is to challenge and raise standards of learning in Geography, by ensuring that the curriculum objectives are accessible to all our children, despite their backgrounds or abilities. We see adaptive teaching as a form of integration and not exclusion.

Adaptive teaching in Geography must reflect the learning objective, and can be achieved in a variety of ways, either by task, by support or by outcome. It should be chosen by fitness for purpose.

We want all children to achieve success in Geography. Therefore, we will ensure our teaching is adapted so pupils can demonstrate successfully what they know, understand and can do in Geography.

The main feature of effective adaptive teaching in Geography, is good planning, resulting in effective teaching and learning, with children making good progress.

In addition, we expect to see interested, well-motivated children, responding to challenges and working productively, on task and being aware of their own progression. Children who are thriving.

Assessment for Learning

Assessment is an ongoing, informal process, enabling staff to evaluate children's learning as they engage in a wide range of activities; this assessment is used to inform future planning.

At the end of the school year class teachers complete subject based assessment trackers to identify pupils that are working at: Working Towards, Expected or Greater Depth.

Resources

There are a wide range of resources available in school, the majority of which are kept within the classroom, or in close proximity to the classroom. The Geography Leader is responsible for auditing resources and ordering replacement, or new resources, when required (within budget limitations).

EYFS

Children in Early Years access the foundation subjects (including History and Geography) through the EYFS curriculum where they are taught a range of skills. The skills are identified through the different Prime Areas including 'Understanding the World', 'Art & Design', 'Personal, Social and Emotional Development' and 'Communication and Language'.

Please see the Early Years Foundation Stage Policy for specific information with reference to this phase of the school.

This policy was ratified by the 'Achievement and Curriculum Committee' on 28th September 2026.