Deighton Gates Primary School

Geography Policy

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Policy adopted by the school in **October 2026**

To be reviewed in **October 2028**

Purpose of this Policy

This policy outlines the intent, implementation and impact of Geography at Deighton Gates Primary School. It should be read alongside the Geography Curriculum Sequencing Document, Threshold Progression Document, Concepts Progression Document and Curriculum Specification. Together, these documents provide a coherent framework for the delivery of Geography across the school.

Intent

At Deighton Gates Primary School, we want pupils to develop a curiosity about the world and the people who live in it. Through the study of places, environments and processes, pupils learn to understand how the world is shaped, how places are connected and how human and physical features interact. Our geography curriculum develops secure knowledge of locations and places alongside the ability to think geographically, ask questions and form reasoned conclusions. This enables pupils to understand their place in the world and to make sense of environmental and societal issues

To achieve this, we aim for pupils to:

- develop secure knowledge of places, locations and key geographical features
- understand how human and physical processes shape the world over time
- recognise how places are interconnected and interdependent
- use geographical vocabulary accurately to describe, explain and compare
- ask questions, analyse information and present reasoned conclusions as geographers

Curriculum

Our curriculum is rooted in the National Curriculum, ambitious, coherently planned and carefully sequenced to ensure progression over time.

A detailed **Curriculum Sequencing** document for Geography has been completed for each year group to ensure substantive knowledge and skills are taught in a progressive way.

A **Threshold Progression** outlines how pupils develop as geographers, and our **Concepts Progression** ensures that pupils build increasingly sophisticated understanding of key geographical ideas.

Each unit has a **Unit Overview** document which outlines the specific substantive, disciplinary and vocabulary content to be taught. It also identifies how the unit builds on prior learning and prepares pupils for future learning (within and across subjects).

The curriculum develops pupils' understanding of locational knowledge, place knowledge, human and physical geography, and geographical skills and fieldwork. Our curriculum is also structured around key geographical concepts – place, space, scale, connection and processes – which are revisited across units to deepen pupils' understanding over time.

Why PlanBee?

At present, PlanBee is used to support the delivery of Geography at Deighton Gates. It offers full National Curriculum coverage, mapped progression and ready-to-teach resources, which help provide consistency across year groups and support teacher workload. These materials are used alongside our own curriculum sequencing, threshold progression and concept progression documents, ensuring that teaching is adapted to the needs of Deighton Gates pupils and remains driven by our curriculum intent. PlanBee is used as a supporting resource and is adapted to align with the Deighton Gates Geography Curriculum.

Timetabling and Planning

In **Reception,** geography is developed through Understanding the World, provision and exploration of the immediate and wider environment.
In **Key Stage 1 and Key Stage 2,** Geography is taught in blocked units across the year.

Teachers plan using the Deighton Gates Curriculum Sequencing and Threshold Progression documents, supported where appropriate by PlanBee resources. This ensures that both knowledge and geographical skills are taught explicitly and progressively, while still allowing teachers to adapt learning to the needs of their class.

Lesson Structure:

Lessons broadly follow our Teaching and Learning Framework:

T+L Framework	
Retrieval 	Revisit prior knowledge, vocabulary and previously studied places to strengthen memory and support new learning. Retrieval may include recalling continents, countries, capital cities, land use, climate or previously studied human and physical features.
Vocabulary 	Geographical vocabulary is taught explicitly and revisited throughout lessons. Pupils are expected to use precise terminology when describing places, comparing environments and explaining processes
Explain and Model 	Teachers provide clear explanations of geographical concepts, processes and relationships. They model how to interpret maps, atlases, aerial photographs, diagrams and data so that pupils can build secure understanding step by step
Attempt to Check 	Understanding is checked through questioning, discussion, source interpretation, map work and comparison tasks. Pupils are encouraged to justify responses using evidence from maps, images, fieldwork or prior learning
Independent Application 	Pupils apply learning through mapping, comparison, data handling, interpretation of sources and geographical enquiry. Learning may include fieldwork, observational tasks, annotated maps, graphs, written explanation or reasoned comparison
Challenge and Deeper Thinking 	Pupils explain relationships between human and physical geography, make connections between places and evaluate geographical issues. Deeper thinking includes considering change over time, interdependence and the impact of people on environments including understanding geographical concepts such as place, scale, connection and processes

Geography Enquiry and Fieldwork

A key focus of geography at Deighton Gates is developing pupils' ability to think and work as geographers. Pupils learn to ask geographical questions, interpret maps and sources, collect and present information, and draw conclusions based on evidence.

Fieldwork is embedded within the geography curriculum and includes observation, mapping, data collection and study of the local area. This ensures that pupils do not only learn about geography, but also learn how geographical knowledge is constructed and applied. Fieldwork is planned progressively across year groups to ensure pupils develop increasingly complex enquiry and data collection skills.

Evidence

Geography learning is recorded primarily within foundation books. Evidence may include annotated maps, fieldwork outcomes, diagrams, written explanations, data analysis, photographs and enquiry work.

Evidence may include:

- maps and annotated diagrams
- comparisons between places
- fieldwork observations and data
- written explanations using geographical vocabulary
- graphs, charts and other data representations

Not all geography lessons require extended writing. Recording should be purposeful and should reflect the intended learning clearly without creating unnecessary workload. Presentation expectations follow the school's General Presentation Principles.

Quality over quantity: evidence should capture learning effectively without creating unnecessary workload.

Assessment and Tracking

Assessment for learning is embedded within lessons to identify pupils' understanding and address misconceptions quickly. Assessment in Geography is primarily based on teacher assessment within and across units. Teachers use questioning, discussion, review of recorded work, fieldwork outcomes and end-of-unit review tasks to judge how well pupils are understanding and applying key learning.

At the start of each academic year, a **Curriculum Handover** sheet is passed to the new class teacher that gives an overview of Geography attainment and key messages about the cohort to inform future planning.

Inclusion

All pupils are entitled to a full and ambitious Geography curriculum. Teachers use adaptive teaching to ensure that all pupils can access geographical learning and participate meaningfully in enquiry and fieldwork.

This may include:

- breaking learning into smaller, manageable steps
- pre-teaching or revisiting key vocabulary
- using maps, images, globes and concrete examples to secure understanding
- scaffolding enquiry and recording where appropriate
- providing structured support during fieldwork and discussion sessions

Support is carefully matched so that all pupils engage with the same geographical concepts while achieving success at an appropriate level.