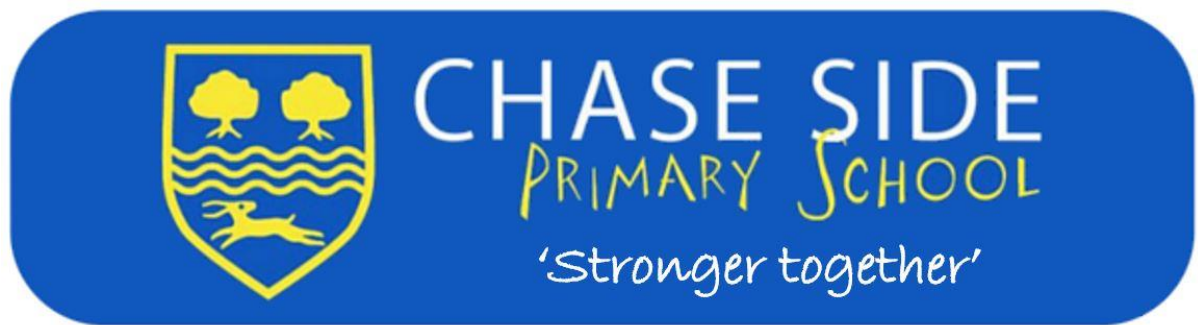




Chase Side Primary School

Geography Policy

**Reviewed and Adopted by the Governors of Chase Side
Primary School on Wednesday 15TH JULY 2026**

Next review: July 2028

Following review with staff and pupils, the Geography Policy for Chase Side Primary School has been reviewed and updated. This Policy was ratified by the Governors at the Curriculum Committee meeting held on Wednesday 15th July 2026.

As for all policies we undertake within our school, all aspects of Geography Policy must fit with the ethos, values and vision for the school which are:

Our Ethos:

Our ethos encompasses being welcoming, inclusive, friendly, caring and ensuring that working together underpins everything we do.

Everyone has the right to expect and benefit from this ethos and these values are demonstrated in all aspects of school life. Everyone who is part of or who visits our learning community is asked to adhere to our values and ethos.

Our Vision:

- Developing confident lifelong learners
- Embracing and valuing our diversity
- Making a positive impact in our community

Our Values:

The shared values of our school include:

- Kindness
- Respect
- Friendship
- Honesty
- Resilience

Stronger Together!

Statement of intent -The importance of a Geography Curriculum

At Chase Side we believe that, through Geography we can inspire in children a curiosity and fascination about the world and its' people. We aim to equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

Introduction

This policy outlines the purpose, nature and management of the Geography taught and learnt in our school. It has been adopted by the staff of Chase Side Primary School. This policy outlines the guiding principles by which this school will implement Geography in the National Curriculum.

Aims for the Teaching of Geography at Chase Side Primary School

At Chase Side Primary School our intention is to provide quality teaching and learning of Geography. We aim:

Through our teaching of Geography, we aim to:

- Stimulate pupils' enthusiasm for, and curiosity about their surroundings and the wider world
- Increase their knowledge and understanding of the different communities and cultures within Enfield, London, Britain and the world - and how these relate to each other
- Increase their knowledge and understanding of the changing world
- Encourage pupils to ask questions and propose solutions to environmental problems within Chase Side Primary School and the wider world
- Develop pupils' competence in specific geographical skills (such as use of maps, secondary sources, ICT, aerial photographs, data logging equipment and considering evidence from a range of sources).
- Foster a sense of responsibility and respect for our school grounds, earth, its people and its resources.

The Role of the Geography Co-ordinator is:

- Taking the lead in the development, evaluation and amendment of schemes of work as and when necessary
- Acting as a consultant to colleagues on resources, visits, visitors, curriculum changes, classroom teaching and learning ideas
- Monitoring and evaluating pupils' work, pupils' views about the subject, displays and teachers' planning
- Auditing resources and ordering resources when needed
- Keeping up to date with developments in Geography and disseminating information to the rest of the teaching staff
- Leading staff meetings as appropriate
- Attending relevant training and prompting others about relevant training

Early Years Foundation Stage

Geography in the Early Years Foundation Stage is taught under the umbrella of 'Knowledge and Understanding of the World'. The children are supported in developing the knowledge, skills and understanding that helps them to make sense of the world. The pupils are encouraged to talk about their communities and localities as well as different elements of their environment. They are beginning to gain knowledge and understanding of the world through:

- stories
- photographs
- maps
- models
- ICT

- Field work

Key Stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical Geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

- Investigate the world's continents and oceans.
- Investigate the countries and capitals of the United Kingdom.
- Compare and contrast a small area of the United Kingdom with that of a non-European country.
- Explore weather and climate in the United Kingdom and around the world.
- Use basic geographical vocabulary to refer to and describe key physical and human features of locations.
- Use world maps, atlases and globes.
- Use simple compass directions.
- Use aerial photographs.
- Use fieldwork and observational skills.

Key Stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

- Locate the world's countries, with a focus on Europe and countries of particular interest to pupils.
- Locate the world's countries, with focus on North and South America and countries of particular interest to pupils.
- Identify key geographical features of the countries of the United Kingdom, and show an understanding of how some of these aspects have changed over time.
- Locate the geographic zones of the world.
- Understand the significance of the geographic zones of the world.
- Understand geographical similarities and differences through the study of human and physical Geography of a region or area of the United Kingdom (different from that taught at Key Stage 1).
- Understand geographical similarities and differences through the study of human and physical Geography of a region or area in a European country.
- Understand geographical similarities and differences through the study of the human and physical Geography of a region or area within North or South America.
- 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: settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

- Use the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the world.
- Use a wide range of geographical sources in order to investigate places and patterns.
- 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.

Programme of Study and Planning

At Chase Side, we use Kapow Primary's mixed-age scheme for Geography, which offers full coverage of the KS1 and KS2 Geography curriculum. The Kapow Geography scheme of work follows a coherent and progressive curriculum where Key concepts and knowledge are revisited in different contexts to ensure that pupils have a secure understanding by the end of each key stage. We follow a Cycle A and Cycle B scheme, allowing children to experience a range of topics during each Key Stage.

(see Appendix 1 for more detail)

Recording of Geography

Pupils are encouraged to record their work using a variety of methods and therefore communicate their findings to others. These may include written or verbal reports, charts, collage, models, pictures and role play activities. Examples of children's work will be retained to provide evidence of on-going Geography, including photographic evidence of displays, presentations and geographical field trips.

Marking and Feedback

Marking and feedback in Geography will be undertaken in line with the Marking and Feedback Policy for the School.

Cross Curricular Links in Geography

We actively encourage inter-curricular links between subjects across the school to support children with making links, using and applying knowledge and skills in a variety of ways, supporting teachers to assess children's knowledge and application more effectively.

English

In Geography, learners select, use, apply and combine a variety of skills to communicate their geographical understanding, through maps, images and extended writing with specialist terminology. Through their investigations they learn to acquire information, assess the authenticity and bias of data and media reports and adapt their own presentations to different audiences. In discussing geographical issues, they develop and justify their ideas, views and opinions in debates and through multimedia presentations.

Maths

Children develop their number skills across the curriculum by using mathematical information, calculating, and interpreting and presenting findings. In Geography, learners apply number skills in the classroom and in fieldwork to measure, gather and analyse data. They use mathematical information to understand direction, distances and scale and to determine locations when using plans, maps and globes.

Computing

In Geography, learners use their computing skills to access the internet for information, including maps and satellite images. They use different databases, spreadsheets, multimedia to identify relationships and patterns. In fieldwork they use equipment to gather and organise information and select programmes to enhance the presentations of findings.

Personal, Social, Health Education (PSHE)

Geography gives children opportunities to study their role as local and global citizens and appreciate the diversity of their own and others' communities. They investigate how and why environments change and the importance of sustainability. They learn about the links between producers and consumers and how economic and environmental actions of people in one part of the world can impact on the lives of others. They learn to use information about places and peoples to counter stereotyping, make well-informed judgments about issues, develop their own views and opinions, and appreciate the values and attitudes of others.

Monitoring and Evaluation

Geography will be monitored throughout the school by the Geography Co-ordinator who will be responsible for gathering samples of curriculum work.

The Geography Co-ordinator will also monitor Geography books and planning to ensure that the Programmes of Study are being effectively taught and match the needs and abilities of the pupils.

Lessons will also be monitored to help promote quality of learning and standards of achievement in Geography and to ensure good practice is shared.

Inclusion

Equal Opportunities

- We plan our classroom activities to challenge and involve all pupils appropriately, according to age and capability, ethnic diversity, gender and language background
- We are aware of different learning styles and the need to allow pupils to be able to work in their preferred learning styles for some of the time
- We use materials for teaching which avoid stereo-typing, and bias, towards race, gender, role or disability
- We deal with such issues clearly and sensitively when they arise

Differentiation

At our school we teach Geography to all children, whatever their ability. Geography forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our Geography teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

Resources

The school's resources include maps, atlases and other resources to enable research and fieldwork. Each class has a world map and globe. Other Geography resources are stored in the school loft, in themed boxes. The resources help to enrich and stimulate children's geographical enquiry. A full inventory of resources is held by the Humanities Team co-ordinator.

Planning and Teaching

Currently, staff use Kapow's Geography planning for all year groups and are free to use other resources to support their planning. Teachers are encouraged to adapt the lessons provided by Kapow's mixed-age scheme, to ensure it meets the needs of their students. Teachers are encouraged to draw from a variety of printed and online resources, to assist their own knowledge and understandings of course content, planning and teaching of lessons.

Geography is taught once a term, alternating with the teaching of History. (See Appendix 1 for more detail)

Mapping Skills Week

Each year, our school takes part in a Mapping Skills Week activity. Topics are set out across Key Stages and by the end of each unit, students will have covered and developed necessary skills. The earlier lessons can be used by older pupils too, to ensure they have the baseline knowledge necessary for more advanced map reading activities. The later lessons in the sequence can also be used by younger pupils to stretch the more able. EYFS have also been included in the Mapping Skills Week with a focus upon encouraging children to begin exploring and creating simple maps.

APPENDIX 1

Cycle A				
Term	EYFS	KS1	LKS2	UKS2
Autumn 1		What is it like here?	British History 1: Would you have preferred the live in the Stone, Bronze or Iron Age?	What is life like in the Alps? British
Autumn 2	Exploring maps	How am I making History?	Why do people live near volcanoes?	History 6: What was the impact of World War 2 on the people of Britain?
Spring 1	Peek into the Past	What is the weather like in the UK?	British History 2: Why did the Romans invade and settle in Britain?	Would you like to live in the Desert?
Spring 2	Outdoor adventures	How have toys changed?	Why are rainforests important to us?	British History 4: Were the Vikings raiders, traders or something else?
Summer 1	Adventures through time	What can you see at the coast?	British History 3: How hard was it to invade and settle in Britain?	Where does our energy come from?
Summer 2	Around the World	How did we learn to fly?	Where does our food come from?	British History 5: What was life like in Tudor England?
Cycle B				
Term	EYFS	KS1	LKS2	UKS2
Autumn 1		Where am I?	How have Children's lives changed?	Why does population change?
Autumn 2	Exploring maps	What is history?	Who lives in Antarctica?	What can the census tell us about local areas?
Spring 1	Peek into the Past	Would you prefer to live in a hot or cold place?	What was important to ancient Egyptians?	Why do oceans matter?
Spring 2	Outdoor adventures	How was school different in the past?	Are all settlements the same?	What is the legacy of the ancient Greek civilisation?
Summer 1	Adventures through time	What is it like to live in shanghai?	How did the achievements of the ancient Maya impact their society and beyond?	Can I carry out an independent fieldwork enquiry?
Summer 2	Around the World	What is a monarch?	What are rivers and how are they used?	What was the Sikh Empire?