

**Geography policy**  
**MELBOURNE JUNIOR SCHOOL**  
**March 2025**



**Approved by:**

Full Governing  
Board

**Date:** 31/03/2025

**Last reviewed on:**

2024

**Next review due by:**

March 2027

## **Policy Statement**

This document is a statement of the aims, principles and strategies for the teaching and learning of Geography at Melbourne Junior School.

A high-quality geography education should inspire curiosity and fascination about the world and its people that will remain with pupils for the rest of their lives. It should 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. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

## **National Curriculum Aims**

The National Curriculum for Geography aims to ensure that all pupils 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:

### **Locational knowledge**

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

### **Place knowledge**

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

## **Human and physical geography**

- 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: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

## **Geographical skills and fieldwork**

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

## **Teaching and Learning**

To develop the children's knowledge, skills and understanding in Geography, we use a variety of teaching and learning styles and include enquiry-based research activities. We offer the opportunities to use a variety of data, such as maps, statistics, graphs, pictures and aerial photographs. Where possible, we organise field trips to learn about the geography of our local area.

We recognise that there are children of different abilities in all classes and we ensure that suitable learning opportunities for all children are provided. We achieve this through differentiated tasks and expectations of outcomes, using resources of differing complexity and support from adults.

## **Planning**

Long term planning outlines the topics studied in each year group and is based on the National Curriculum objectives. Short term planning includes learning objectives, input, task, resources required and expected outcomes, which is planned by class teachers.

## **Links with other Curriculum Areas**

### **English**

Geography makes a significant contribution to the teaching of English because it promotes the skills of reading, writing, speaking and listening. E.g. writing an explanation about how a physical process works.

## **Maths**

The children study scale and distance and learn how to use four- and six-figure grid references. They also learn about the world's time zones and can calculate the times in different parts of the world. Graphs and tables are used to explore, analyse and illustrate a variety of data.

## **Computing**

Children use ICT in Geography where appropriate. They can use laptops, iPads and the internet for research. Digital mapping software, such as Google Earth, can be used for map and co-ordinates lessons.

## **Assessment**

Assessment in Geography includes:

- Engaging in dialogue with pupils - both asking and answering questions
- Discussing pupils' work with them
- Marking work against the learning objective (see school's marking guidelines and policy).

These judgments inform future planning and enable teachers to differentiate accordingly. At the end of a unit, teachers will assess against objectives on the Insight tracking tool.

Teachers will assess each child at the end of each academic year, using the following descriptors:

- Working towards age-related expectations
- Working at age-related expectations
- Working above age-related expectations

## **Monitoring**

It is the responsibility of the Geography co-ordinator to monitor the standards of children's work in Geography. The co-ordinator is also responsible for supporting colleagues in the teaching of Geography and being informed about current developments in the subject.

## **Resources**

Most Geography resources are stored in the resources area the Rainbow Room. Atlases and globes are located in the library. Each teacher is responsible for borrowing and returning the resources they require. Several reference books are available in the library.

## **Equal Opportunities**

We believe the Geography curriculum should provide access for all children to learn regardless of ability, gender, race and religion. We aim to deliver the curriculum in a broad, balanced and differentiated manner as each child should be given the same opportunity to learn.

## **Evaluation and Review**

This policy will be observed in practice by the Head Teacher and the co-ordinator as part of the monitoring process.