



POLICY FOR Geography

Pickhurst Academy

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Document Purpose

This policy document sets out the school's aims, principles and strategies for the delivery of the Geography curriculum. It will form the basis for the development of Geography in the school over the next year. It gives guidance on planning, teaching and assessment. This policy is intended to be used in conjunction with the National Curriculum 2014, which gives details of what pupils in each age



group, will cover. This policy was updated in the Spring Term 2026 by the Geography Coordinator.

Audience

This policy document, having been presented to and agreed upon by the whole staff, is distributed to all members of the teaching and non-teaching staff and the curriculum committee of the Governing Body. It will also be available on the school's shared drive system.

Purpose of Geography

Geography is an essential part of the curriculum. It contributes to the cultural, social, spiritual and moral life of the children as they acquire knowledge of a range of different cultures and traditions, and learn tolerance and understanding of other people and environments. Geography explores the relationship between the Earth and its people through the study of people, place and environment.

Many areas of study give opportunities to make children aware of these effects upon their surroundings, their own responsibilities and how they can contribute to improving the environment, however small that contribution might be.

Aims

Geography is a Foundation subject within the National Curriculum. The aims of teaching Geography at Pickhurst Junior Academy are consistent with our School Philosophy and take account of the legal requirements of the National Curriculum.

When teaching Geography, we aim to:



- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)

Delivery

All pupils have an opportunity to learn Geography. A weekly lesson of 1 hour for Years 3, 4, 5 and 6 is timetabled. Lessons are delivered by the Class Teacher.

Scheme of Work

We have adapted The Rising Stars Geography scheme of work. Rising Stars Geography is a complete curriculum programme for primary geography which provides 18 half-termly units of work to interest pupils and encourage curiosity about their own locality and the wider world. It offers complete coverage of the Programme of Study for Geography.



From starting points suitable for all, pupils develop to tackle appropriate challenges for KS2 pupils of varying abilities. The units have key questions to encourage the use of geographical enquiry, as well as a focus on the acquisition and application of key subject knowledge, concepts and vocabulary throughout.

Skills, knowledge and understanding in geography progress through Year 3 to Year 6, being taught, developed and applied throughout the schemes of work. A range of opportunities are provided to enable all pupils to communicate their knowledge and understanding of the subject. Links are made within and across units to support pupils in making connections.

Approach of the Units

Within each unit there is time for the pupils to think deeply about an area of learning in a topic before they move on to the next one. They will have many opportunities to ask questions, discuss, communicate understanding and revise their ideas. This approach has led to the selection of some areas of knowledge in more depth within an area of study rather than trying to cover everything at a surface level.

The Big Finish

Each unit ends with 'The Big Finish' which is designed to consolidate, share and celebrate the learning that has taken place. Many have a strong cross-curricular link and provide opportunities for creative learning. Where possible, there is an element of choice and flexibility so pupil and teacher interests can be pursued. Many provide opportunities for pupils to engage with other classes in school, parents and the wider community.

All pupils have their own exercise book and marking follows the school's marking policy.

Intent, Implementation and Impact



Intent

Rising Stars Geography provides a geography curriculum that is ambitious and designed for all pupils. It is coherently planned and sequenced towards cumulatively providing the necessary knowledge and skills for the pupils' future to empower them to take their role as informed and active citizens in the 21st century. Its emphasis is not just on geographical knowledge but also skills and concepts. It has the same challenging academic ambitions for all pupils. They all work from a shared starting point to answer the same key questions. Before embarking on implementing the Rising Stars Geography Curriculum it is important for the teacher to take some time to consider carefully if these principles are consistent with the broader school curriculum and apply to their pupils. They can then adapt and make any necessary changes to the content prior to teaching.

At Pickhurst, through recognition of the need to prepare our children for their futures and the world of work, our curriculum is broad, balanced and inclusive. It has defined end points with a clear sequence and progression, with children attaining the crucial knowledge and skills they need by the time they leave our school.

Intent Statements	Aims	
Statement 1: <u>To foster effective learning behaviours (Pickhurst Core Values).</u> To develop the behaviours that learners need to succeed in the world such as: pride, respect, confidence, kindness and inquisitiveness.	<i>To be proud</i>	Form a deeper connection with the world we live in and strive to become a global citizen.
	<i>To be inquisitive</i>	Use subject specific vocabulary to talk about the world, answering questions and following lines of enquiry.
	<i>To be confident</i>	Develop a connection and understanding of the world and their place within it.
	<i>To be kind</i>	Choose to make positive changes to protect future generations, and species of animals and plants
	<i>To be healthy</i>	Be responsible for making informed decisions about their own carbon footprint and its impact on the world. Know that responsibility for climate change is collective.
	<i>To be understanding</i>	Know how to deal with social, economic and environmental issues in an ever-changing world.
	<i>To be respectful</i>	Respect that different views, values and perspectives influence and affect places and environments - putting current events into perspective. Know that responsibility for climate change is collective.
	<i>To be successful</i>	Know what to do when faced in their own lives with changing conditions.
Statement 2: <u>To nurture our children's learning journey.</u> To develop the appropriate subject specific knowledge, skills and understanding as set out in the National Curriculum. Layering knowledge across subjects so that it becomes embedded and children can flourish, reach and exceed their potential academically, physically, emotionally and artistically.	<i>To be trustworthy</i>	Making informed decisions when faced with situations that directly impact and/or affect the environment and the world around us.
	• Subject specific knowledge, built around objectives within the National Curriculum, identified within Knowledge Organisers. • Key Historical 'big questions' are used to prepare children for Geography after primary school. • Rationale for the way in which Geography has been organised to best layer knowledge and concepts within and across year groups. • Geography has been used to allow for meaningful links to be made across other subject areas. • 'Sticky learning' (prior learning and key concepts) is addressed at the start of each unit and lesson. The children are encouraged to recall and retrieve prior learning to support with their new knowledge & skills	

Implementation

Rising Stars Geography is designed to be delivered by non-specialists, with core geographical knowledge identified and explained throughout. A breadth of teaching



approaches appropriate to the content and desired learning outcomes are used to engage all pupils and enable them to not just acquire knowledge but to apply it in meaningful contexts. Appropriate discussion is recommended as a means of checking pupils' geographical learning systematically, identifying misconceptions and providing immediate feedback. Questions and tasks to stretch and challenge the most able pupils are incorporated where appropriate. Revisiting ideas and concepts in different, more challenging, contexts in later units, using varied assessments and the inclusion of quizzes are all designed to help pupils remember content and integrate new knowledge into their evolving conceptual framework. Quality resources and materials are provided online to support the geography curriculum and are sequenced towards the accumulation of skills, knowledge and understanding for pupils' futures. There is emphasis on visual literacy in the use and questioning of these resources, as geography is essentially a visual subject.

Impact

The impact of Rising Stars Geography is evidenced through the pupils' use and understanding of the identified geographical vocabulary and their association of it with relevant images or features. It is evidenced by the use and outcomes of the varied activities, assessments and quizzes provided. It is also demonstrated by the pupils' ability to show progress along the 'observe, use geographical vocabulary to describe, compare, give reasons and explain what they are learning about' sequence, and in their acquisition, application and transferability of geographical skills. In particular, it is evidenced by the pupils' ability, willingness and confidence in addressing and discussing each unit's key question, giving an ability-indicative response focusing on geographical vocabulary, skills and concepts.

Progression



Skills and knowledge are introduced then revisited in different units and in different contexts. This enables progression to be identified, planned for, developed and monitored. Skills are not taught in isolation for their own sake, but in interesting and appropriate contexts. By providing a starting point accessible to all pupils, they can each make their own progress along a geographical journey, some getting further than others. The progression sequence below helps facilitate this as it extends geographical knowledge, understanding and thinking. Some pupils will be able to progress through the whole sequence at the relevant level, achieving 'greater depth' or 'exceeding expectations'. Although others will get less far, making a start and achieving 'working towards', the next step for them is identified. It's important to remember that this is not a KS1 -> KS2 progression. KS1 pupils can certainly give explanations appropriate to them, but a KS1 explanation will differ from an Upper KS2 explanation. Much of geography is visual (e.g. features of landscapes and urban-scapes) and pictorial (such as photographs, films and maps). It is vital that pupils develop their visual literacy skills and acquire a range of geographical images to accompany their expanding geographical vocabulary. One stereotypical image is insufficient. Rising Stars Geography offers many images to use within the slides

Differentiation

Rising Stars Geography is designed so that all pupils can and should receive their entitlement to Geography within a broad and balanced curriculum. Those working towards expectations will work on the same tasks but may need greater support and may not complete all levels of an activity. They may choose to demonstrate their knowledge and understanding orally or visually, to avoid limited literacy skills hindering their achievements within the subject. Where possible, pupils will be supported through paired and group work. Questions posed within sessions provide opportunities for all pupils to be able to contribute. Pupils working above expectations are expected to undertake activities with greater independence and to



be provided with some opportunities to make choices on how they learn and can communicate their knowledge.

Assessment

Each unit has a key assessment opportunity which links with the Rising Stars Geography progression framework that is cross-referenced to the National Curriculum. It also links to the information contained in the Curriculum Coverage and Progression Charts. These assessment opportunities will enable the teacher to monitor progress made by individual pupils and review areas where the class or groups excels, or where areas of learning need to be revisited, developed and consolidated in a different context.

Health and Safety

Health and safety arrangements are in line with the school policy.



***‘Geography explains the
past, illuminates the
present and prepares us
for the future’***

Michael Palin