Sir Alexander Fleming Primary School and Nursery

Shine, Achieve, Flourish ~ The SAF Way!

Geography Policy

Updated: September 2026

Our school values



SAFE – keep ourselves and others safe by making sensible choices within school, online and in the community.



RESPECT – have the social, emotional and nurturing skills to respect ourselves, our families and our communities.



PRIDE – be proud of what we all achieve by aspiring to work hard and become your 'best self'



BRAVERY – to overcome barriers by attempting difficult challenges by being resilient, independent and inquisitive.



SUCCESS – achieving high standards with a belief that with effort anything is achievable.

How do we teach geography at Sir Alexander Fleming Primary School?

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Subject co-ordinator: Miss E Jones

1. What is the intent of the geography curriculum at Sir Alexander Fleming Primary School?

At Sir Alexander Fleming Primary school, we aim to provide an engaging curriculum that ensures that our children become caring, confident, capable and creative individuals that are successful in all they do. We intend for our geography curriculum to encourage and develop children's curiosity and fascination of the world we live in and the people around us. We hope that this curiosity will stay with our children for their life. In its nature geography is enquiry-based subject. Through quality teaching we therefore intend to provoke thoughts, questions and encourage children to critically analyse primary and secondary sources through exploration, research and fieldwork. Geography at Sir Alexander Fleming is taught progressively and allows children to build on their previous knowledge, and skills that are transferable throughout their time at Sir Alexander Fleming Primary school but also throughout their education. As our pupil's progress through school, their ever-expanding knowledge of the world will help to deepen their understanding of how human and physical process interact with one another in addition to the formation and use of landscapes and environments. Geography is a focus within the curriculum for understanding and resolving issues about the environment and sustainable development. The aim of geography is to raise awareness of the world around us.

Our vision for geography is for our children to be inspired to discover and explore the complexity of our world. We encourage our children to be curious about the diverse places, people, resources and natural and human environments that exist in our world and to be respectful of these differences.

As part of our commitment to preparing children for the future, sustainability is woven throughout our geography curriculum. We aim to develop environmentally responsible citizens who understand the impact that human actions have on local, national and global environments. Through the study of climate change, biodiversity, sustainable development and the responsible use of resources, children will develop the knowledge, skills and values needed to make informed decisions about the world around them. We provide opportunities for pupils to explore real-world environmental issues, engage in meaningful discussion and consider positive actions they can take to contribute towards a more sustainable future. In doing so, we equip young people with the knowledge and skills required to thrive in a changing world and become active stewards of the planet.

2. How is the geography curriculum implemented at Sir Alexander Fleming Primary School?

We aim to foster children's curiosity about the world at Sir Alexander Fleming Primary School by planning cross curricular links (where appropriate) with other curriculum areas such as Science and History. We are enthusiastic about Geography, planning and delivering explorative lessons which encourage children to explore and ask questions. We take any available opportunity to utilise our school grounds - including our beautiful forest school area 'The Hazels' - and the local area to enhance our geography curriculum. Each year group undertakes fieldwork linked to one or more of the topics they learn about each academic year. This helps to deepen the children's understanding of the world around them in addition to developing their geographical skills.

Our curriculum aims to:

- equip children with geographical skills to develop their knowledge through studying places, people and natural and human environments
- deepen their understanding of the Earth's human and physical forms and processes and how they interact with one another and change over time
- provoke thought, questions and to encourage children to discover answers to their own questions through exploration and research to enable

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- foster a sense of wonder and curiosity about the world in which they live and develop a sense of place
- develop their geographical vocabulary and a range of skills and apply them in an increasing range of situations to carry out geographical enquiry and to interpret geographical information
- allow children become familiar with their own surroundings and extend their interest, knowledge and understanding of contrasting localities in Britain, Europe and the wider world
- appreciate similarity and difference in the world around them, having empathy for the lives of others and respect for others' beliefs, attitudes and values
- equip children with the skills to communicate geographical information in a variety of ways including maps, numerical and quantitative scales and writing at length
- allow children the opportunity to interpret a range of geographical sources such as maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- provide opportunities for fieldwork in the school grounds and local area to enable children to base learning on first hand experiences
- adopt an enquiring approach to the world around them, developing in their ability to formulate appropriate questions, research, handle data and draw conclusions
- enhance their sense of responsibility for the care of the earth and its people
- develop a simple understanding of environmental sustainability and how they can be actively involved in living as sustainably as possible.

3. What is the impact of the geography curriculum at Sir Alexander Fleming Primary School?

Children will have developed the geographical knowledge and skills to help them explore, navigate and understand the world around them and their place in it. Our children will leave Sir Alexander Fleming Primary School with the ability to express well-balanced opinions, rooted in good knowledge and understanding about current issues in society and the environment. They will also be able to reach clear conclusions, explain their findings and critically evaluate their data collection methods or sources. They will leave our school prepared to become competent and confident geographers in secondary education.

4. What is the process of geography at Sir Alexander Fleming Primary School?

Approaches to teaching

Our pedagogy is to enable our pupils to know more, understand more and remember more. Henceforth we ensure that our progressive curriculum challenges our children to apply their previous knowledge and skills to new topics.

Teachers do this by:

- Modelling and scaffolding the necessary geographical skills
- Allowing children to be curious and explore their thoughts and questions about the world around them
- Using high quality questioning to aid their progression
- Encouraging pupil led learning with paired or group activities during which we actively encourage the use of key geographical concepts and vocabulary
- Adults consistently use and define key concepts and vocabulary throughout lessons
- Providing children with opportunities to apply their knowledge and understanding to answer enquiry-based questions

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- Incorporating opportunities for fieldwork and use of our forest school area – The Hazels – to allow children to further develop their geographical skills

Cross curricular opportunities

Teachers take advantage of opportunities to make cross-curricular links, where appropriate, to provide our children with rich learning opportunities to really submerse themselves into a topic. By teaching topics in a cross-curricular way this offers a creative way to develop children's knowledge, skills and understanding while motivating them to learn through stimulating, interconnected topics. At Sir Alexander Fleming Primary School, we ensure that lessons are relevant and meaningful allowing our children to apply their geographical knowledge, understanding and skills in a purposeful context.

Maths is also enhanced via geography through our field work investigations develop data handling and graphing skills. The spatial dimension of map-work is mathematical, too, through direction and locational work. Our map work develops ability to understand and use co-ordinates. It also develops understanding of compass points and provides opportunity for them to practise giving directions using a compass.

Learning environments

Every classroom environment in our school provides a safe setting for learning as classrooms facilitate quality learning and are carefully thought out. Every classroom has access to atlases, maps and a globe to assist in the development of pupil's understanding of key geographical concepts.

5. How do we assess geography at Sir Alexander Fleming Primary School?

At the beginning of each lesson, we share our learning objectives and success criteria with the children to enable them to reach their full potential. During lessons, teachers use open questioning, observations, discussions and Assessment for Learning (AfL) strategies to determine whether children have understood a topic. Teachers frequently check pupils' understanding to identify gaps in knowledge and address misconceptions. Opportunities for self-assessment are provided so that pupils can reflect on their own learning and identify their next steps. Retrieval questions at the beginning of lessons are used to assess what children have remembered from previous learning, while "Think like a Geographer" questions following substantive lessons allow teachers to assess both geographical knowledge and disciplinary understanding.

Teachers assess children's work using formative assessment methods and use the information gathered to inform future planning and support progression. Examples of children's geography work are collected and retained within a portfolio to demonstrate the expected standards of achievement across each year group.

Summative assessment takes place at several points throughout a pupil's geography journey. In the Early Years Foundation Stage, children's geographical understanding is assessed through the Early Learning Goals within Understanding the World, including People, Culture and Communities and The Natural World. From Year 1 to Year 6, pupils complete start-of-unit and end-of-unit assessments which enable teachers to evaluate the acquisition and retention of substantive and disciplinary geographical knowledge. In addition, teachers from Nursery to Year 6 make termly assessments against the school's geography progression document to monitor attainment and inform future learning. Teachers make ongoing judgements throughout the year and complete an end-of-year summative assessment, which is then reported to parents.

6. How is geography supported in the Early Years Foundation Stage at Sir Alexander Fleming Primary School?

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Geography in the Foundation Stage and Nursery is taught as an integral part of the topic work covered during the year. We relate the geographical aspects of the children's work to the objectives set out in the EYFS, Understanding the world, which underpin the curriculum planning for Foundation Stage children. Geography makes a significant contribution to the objectives of developing a child's knowledge and understanding of the world through a range of different activities.

They are beginning to gain knowledge and understanding of the world through:

- Photographs
- Exploring natural materials, our natural environment and living things
- Drawing information from and drawing simple maps
- Looking at different environments

7. KS1

The National Curriculum Programmes of Study at Key Stage One focuses on developing children's knowledge, skills and understanding of geography. Children 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:

- Name and locate the world's continents and oceans
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a contrasting non-European country
- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- Use basic geographical vocabulary to refer to:
- Key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, and weather
- Key human features, including: city, town, village, factory, farm, house, office, and shop
- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- Simple compass directions (North, South, East and West) and locational language (e.g. near and far) to describe the location of features and routes on a map
- Use aerial photographs and plan perspectives to recognise landmarks and basic physical features; devise a simple map; and use and construct basic symbols in a key
- Use simple fieldwork and observational skills to study the geography of their school and the key human and physical features of its surrounding environment.

Each of the points above are met several times throughout key stage one.

8. KS2

The National Curriculum Programmes of Study at Key Stage Two also focuses on developing children's Knowledge, skills and understanding of geography. Pupils should extend their knowledge and understanding beyond the local area and the United Kingdom to include 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 tools and skills to enhance their locational and place knowledge.

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Pupils should be taught to:

- Locate the world's countries, using maps to focus on Europe and North and South America and 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, including hills, mountains, cities, rivers, key topographical features 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, and time zones (including day and night)
- 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), a region or area in a European country, and 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 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 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.

Each of the points above are met several times throughout Key Stage Two.

9. How do we ensure equal opportunities and inclusion at Sir Alexander Fleming Primary School?

In line with our 'Equal Opportunities Policy' we are committed to providing a teaching environment that promotes learning. Children are given opportunities to work with others, listen to each other and treat everyone with respect.

We will:

- Plan our classroom activities to challenge and involve all pupils appropriately, according to age and capability, ethnic diversity, gender and language background.
- Be 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.
- Use materials for teaching which avoid stereotyping, bias towards race, gender, role or disability.
- Deal with such issues clearly and sensitively when they arise.
- Plan a curriculum that is diverse and reflective of the demographic of our school.

Children identified as needing extra support will be given the appropriate adaptations as building blocks to help them to be successful and confident geographers. Providing for SEND pupils should take account of each pupil's particular learning and assessment requirements and incorporate specific approaches which will allow all individuals to succeed.

10. How is geography monitored at Sir Alexander Fleming Primary School?

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The geography subject lead and class teachers are responsible for monitoring the standard of the children's work and the quality of teaching in geography. Teaching staff are supported by the geography subject lead through the delivery of up-to-date and relevant CPD, providing constructive feedback (both verbal and written) from book looks and learning walks in addition to supporting staff with any questions they have in relation to geography. In addition to the learning walks and book looks, the geography co-ordinator will carry out staff and pupil voice surveys which will inform further improvements or refinements that need to be made to our school curriculum. This methods for monitor geography will ensure that high quality lessons are being delivered enabling our children to succeed.

11. Policy links

Equal opportunities policy
Marking and feedback policy
SEND policy
Curriculum policy
Long term overview and progression in Geography
Assessment policy