

Holbeach Primary Academy & Holbeach Bank Academy

Geography Policy

Introduction

Our schools are privileged to be located in the Lincolnshire Fens: a region of flat, marshy land (much of it reclaimed from the sea) in the south-eastern area of England (most particularly around the local towns of Boston and Spalding and extending around The Wash to the county border with Norfolk). This area offers a rich history of agriculture and farming and a landscape that has been altered by man to suit this industry.

Geography provides a purposeful means for exploring, appreciating and understanding the world we live in and its changes over time. Geography explores the relationship between the Earth and its people through the study of place, space and environment. **Geography is concerned with pupils learning about their own locality, whilst becoming aware of and developing knowledge and understanding of the world beyond.**

At Holbeach Primary and Holbeach Bank Academy we believe it is important to build a geographical curriculum that endorses the importance of field work. We are fortunate to have extensive grounds for outdoor adventure learning, and staff are excited to deliver outdoor education. This learning is linked to Geography whenever and wherever possible.

The strands in Geography are:

- Locational knowledge
- Place knowledge
- Human and physical geography
- Geographical skills and fieldwork

Aims

The aims of our Geography curriculum are:

- To inspire in children a real interest in their world and its people.
- To provide children with knowledge about diverse places, people, resources and natural and human environments.
- To develop their understanding of the interaction between physical and human features, and of the formation and use of landscapes and environments.
- To obtain Geographical knowledge, understanding and the skills of observation, measuring, recording and presenting.
- To enable children to interpret a range of sources and geographical information, including maps, diagrams and globes, aerial photographs and Geographical Information Systems (GIS).

Curriculum

Coverage for mixed-age classes is ensured through bespoke Long-Term planning over two and three-year cycles. Coverage, planning, delivery and outcomes are monitored by the subject leaders.

Early Years

Within the Early Years Foundation Stage, Geography is included as part of “Understanding the World”. The children learn to draw information from a simple map, investigate similarities and differences between life and culture in this country and others, and to explore the natural world around them.

Key Stage 1

During Key Stage 1, children investigate their local area and a small area in a contrasting non-European country, finding out about the physical environment in both regions and the people who live there. They also begin to learn about the wider world. They carry out geographical enquiry inside and outside the classroom. In doing this, they use skills such as asking geographical questions about people, places and environments, and use geographical skills to access resources, such as maps and photographs.

Key Stage 2

During Key Stage 2, pupils investigate a variety of people, places and environments in a region of the United Kingdom, a region in a European country and North America. Children begin to make links between different places in the world. They find out how people affect the environment and how they are affected by it. Pupils carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions, and use geographical skills and resources, such as maps, atlases, aerial photographs and GIS.

They will acquire the appropriate practical skills associated with fieldwork.

Fieldwork

It is encouraged that teachers plan opportunities to use the extensive school grounds, local environment and going into the town to conduct geographical fieldwork. When sessions lead to leaving the school grounds, staff must adhere to the Academy Risk Assessment procedures using the Local Authority ‘Evolve’ planning system.

Spiritual, Moral, Social and Cultural opportunities

Geography is an excellent vehicle for developing children's learning in this area. Discussions about the use of the world's resources and the impact of different events on the lives of local people deepen the children's ability to understand and empathise with fellow humans across the globe. The opportunities to explore ‘putting yourself in someone else's shoes’ abound in the study of geography is embraced during the teaching wherever possible.

Record Keeping and Assessment

All pupils' work is regularly marked and children are encouraged to improve their own learning performance through the school marking policy.

Inclusion and the Geography Curriculum

This policy relates to the school's philosophy for promoting equal opportunities. Children, irrespective of ability, ethnicity, race or gender, are given full access to the curriculum.

Monitoring and Evaluation

Geography will be monitored by the Geography lead who will be responsible for gathering samples of curriculum work. Geography intentions and outcomes will be monitored to ensure that the key skills are being effectively taught to match the needs and abilities of all pupils.

Geography Subject Lead: Mr O Gaines

Policy updated: May 2025

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