



Fairchildes Academy Community Trust (FACT)

Geography Policy

January 2026

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Introduction

At Fairchildes Academy Community Trust (FACT), we believe that geography helps pupils make sense of their surroundings, understand the relationship between people and the environment, and recognise how human actions shape the Earth today and in the future. Through geographical enquiry, children develop an understanding of both the human and natural world, acquire map and fieldwork skills, and learn to evaluate local, national and global issues.

Our curriculum aims to inspire curiosity, fascination and a sense of wonder about the world. It supports pupils in exploring socio-economic, cultural and physical aspects of contrasting localities, whilst encouraging them to consider how their own actions impact the environment.

Aims and Objectives

Our aims in teaching geography are to:

- Develop geographers of the future by equipping children with the skills, vocabulary and confidence to think and enquire as such.
- Stimulate pupils' interest in their own surroundings and other localities across the UK and the wider world.
- Encourage pupils to ask questions, make observations and form opinions about places and environments.
- Foster a sense of awe and appreciation for the beauty and diversity of the world.
- Deepen understanding of the interaction between people and the environment, including the impact of human activity and issues of sustainable development.
- Promote responsibility and care for the Earth, encouraging environmentally conscious attitudes.
- Develop awareness and appreciation of cultural, ethnic and economic diversity.
- Acquire and refine skills necessary for geographical enquiry, including mapwork, fieldwork and data collection, analysis and presentation.

Curriculum

Our Geography curriculum is based on the National Curriculum and covers the four strands across Key Stages 1 and 2:

1. **Locational knowledge**
2. **Place knowledge**
3. **Human and physical geography**
4. **Geographical skills and fieldwork**

Progression in knowledge and skills is carefully planned so that learning builds over time, with key ideas revisited at increasing depth to secure understanding. All pupils will undertake at least one

fieldwork experience per year. This will be on the school site for EYFS and KS1. Classes in KS2 aim to undertake an element of fieldwork in the local area, as appropriate.

Foundation Stage

Geography forms part of the *Understanding the World* area of learning in the Early Years Foundation Stage. Pupils explore their immediate environment, make observations of places and features, and begin to develop curiosity about the world they live in.

Key Stage 1

Pupils learn about their local environment and the people within it, developing basic geographical vocabulary, awareness of the wider world and simple mapping skills through cross-curricular topics.

Key Stage 2

Children extend their knowledge and understanding of people, places and environments at a range of scales within the UK and globally. They explore physical and human processes, patterns and relationships between places, and undertake more advanced fieldwork and mapping tasks.

Vocabulary Progression

In Early Years, children's vocabulary in geography is based on their direct experience such as familiar places in the community, basic directions and positions. As they move into KS1, children begin to develop simple abstract vocabulary of different environments, directions and features such as mountains, rivers and buildings. In KS2, children are taught more technical vocabulary across a wider range of areas, involving more abstract knowledge about human and physical features, the environment, and industry, for example.

Examples of vocabulary progression from EYFS to UKS2: Autumn > Season > Climate > Biome, Town/ country > urban/ rural > commercial/ agricultural land

Teaching and Learning

We aim for geography teaching to be stimulating, engaging and enquiry-driven. Lessons encourage pupils to:

- Ask geographical questions
- Observe and investigate places
- Gather, measure and record data in various ways
- Analyse information and present findings clearly

The curriculum is organised into thematic units that incorporate cross-curricular links where appropriate. Key vocabulary, concepts and knowledge are revisited across year groups to strengthen retention and understanding.

A wide range of high-quality resources support learning, including:

- ICT and digital tools eg Google earth, Google maps
- Maps and atlases
- Aerial photographs and images
- Books, videos and other media
- Fieldwork opportunities and educational visits relevant to current topics

Assessment, Recording and Reporting

Assessment in geography is ongoing and includes:

- Informal observations and questioning during lessons
- Review of children's recorded work, presentations, posters and digital uploads
- End-of-unit evaluations to determine whether pupils are working towards, meeting or exceeding expectations

Assessment information is used to inform future planning. Annual reports to parents summarise pupils' progress and achievements in geography.

Recording may take a variety of forms, including written work, diagrams, maps, photographs, digital presentations and fieldwork evidence.

Inclusion

All pupils have equal access to geography regardless of gender, race, ethnicity, ability, language background or physical need.

- Adaptations (formerly differentiation) are made to ensure lessons are accessible and challenging for all learners, including those with SEN, EAL and those identified as More Able.
- Resources are selected carefully to ensure positive, balanced representation of different cultures, peoples and places.
- When planning educational visits, the physical needs and safety of all pupils are taken into account.

- The subject promotes mutual respect, tolerance and appreciation of global diversity.

Monitoring and Evaluation

Monitoring includes lesson observations, scrutiny of pupils' work, pupil voice and analysis of assessment data. Findings are used to inform professional development priorities and future policy review. The Humanities Team will support staff development through targeted training where required, and will enhance pupils' learning by ensuring that up-to-date subject knowledge, resources and effective teaching approaches are in place.

This policy will be reviewed annually, or sooner if statutory requirements or curriculum developments necessitate changes.