



FAIRLANDS PRIMARY SCHOOL

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POLICY STATEMENT

GEOGRAPHY

APPROVED BY GOVERNORS	September 2026
TO BE REVIEWED BY	September 2029

FAIRLANDS PRIMARY SCHOOL

GEOGRAPHY POLICY

AIMS

At Fairlands, we believe that geography is essential for helping children make sense of the world—locally, nationally, and globally. It enables pupils to explore the relationships between people, places, and environments, and to understand how these change over time.

Our geography curriculum follows the **Kapow Primary scheme**, which is fully aligned with the **National Curriculum** and reflects the latest **Ofsted research review** into high-quality geography education. It is designed to build pupils' knowledge in three key areas:

- **Locational knowledge** – understanding where places are and their significance.
- **Place knowledge** – comparing and contrasting geographical features and cultures.
- **Human and physical geography** – exploring natural processes and human impact.

We ensure that pupils develop:

- **Geographical vocabulary and concepts**, taught explicitly and revisited regularly.
- **Fieldwork skills**, including observation, data collection, and map work.
- **Analytical thinking**, through enquiry-based learning and the interpretation of geographical information.

Our curriculum is carefully sequenced to support **progression and retrieval**, helping pupils build a secure and connected understanding of geography. Lessons are enriched with **real-world contexts**, including local studies and global issues, to foster curiosity and relevance.

With an emphasis on developing **substantive and disciplinary knowledge**, we teach pupils not only what geographers know, but also how they think—encouraging them to ask questions, use evidence, and draw conclusions about the world around them.

Geography at Fairlands inspires children to become **informed, responsible global citizens**, equipped with the knowledge and skills to understand and engage with the challenges and opportunities of the modern world.

LEARNING & TEACHING

The children undertake geography activities as part of their topic work. Sometimes a whole day or two days are devoted to activities with a geography focus. Geography lessons involve a combination of whole class, group, and individual teaching.

The school uses a variety of teaching and learning styles in geography lessons. The principal aim is to develop children's knowledge, skills and understanding in geography.

In all classes, there are children of differing ability. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting common tasks that are open-ended and can have a variety of results;
- setting tasks of increasing difficulty where not all children complete all tasks;
- grouping children by ability and setting different tasks for each group;
- providing a range of challenges through the provision of different resources;
- using additional adults to support the work of individual children or small groups.

ORACY

Fairlands Primary School is committed to developing pupils' confidence and competence in spoken language by providing rich opportunities for purposeful talk across the curriculum. We teach children to speak clearly, listen actively, express ideas thoughtfully, and engage respectfully with others, recognising oracy as a vital foundation for learning, wellbeing, and future success. Through a language-rich environment, consistent modelling by staff, inclusive support for all learners, and structured opportunities for discussion, debate, and presentation, we ensure every child becomes an articulate communicator who can use talk to think, learn, and participate fully in school life.

ASSESSMENT AND RECORDING

We assess children's work in geography by making formative assessments based on teacher's professional judgement of progress against planned curricular objectives.

The progression of skills is an aid to summative assessment, indicating the type and range of performance which pupils working at a particular age should demonstrate.

Teachers in year group teams also record the percentages of children achieving below, at and above age-related expectations and detail names of more able pupils, and barriers to learning for children achieving below age related expectations. This information is monitored by the subject leader and is used to target support, resources, and interventions.

Opportunities for recording (usually in individual and class topic books) are identified when planning and children will receive ongoing teacher assessment. On completion of a piece of work, the teacher marks the work and comments as necessary. Marking will follow the school policy.

The subject leader keeps samples of children's work in a portfolio. These demonstrate what the expected level of achievement is in geography for each age group in the school.

RESOURCES

Individual classes keep items which are relevant to the topics they are delivering.

At least annually, an audit will be made of resources and each year group will be asked to make requests for resources.

The subject leader will review the school's needs throughout the school year.

HEALTH AND SAFETY

The general teaching requirement for health and safety applies in geography.

MONITORING

The monitoring of the standards of children's work and of the quality of teaching in this subject is the responsibility of the subject leader.

The work of the subject leader also involves supporting colleagues, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

The subject leader gives the headteacher an annual report in which he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.

The subject leader has specially allocated, regular management time to review evidence of the children's work and undertake lesson observations of teaching across the school.

REVIEW

The governing body will review this policy in line with its annual cycle of review.