



Geography

Believe, Achieve, Celebrate

Reviewed November 2025 - A. Mussa

Our Intent

Our Geography Vision at Thurnby Mead

*At Thurnby Mead, our vision is to **inspire children's curiosity and fascination about the world and its people** that will remain with them for the rest of their lives. Through a carefully planned and engaging curriculum, we aim for our pupils to become **confident, knowledgeable geographers** who can think critically about the planet they live on and their role in shaping its future.*

We want our children to:

- **Explore diverse places, people, and environments**, both locally and globally, developing a deep understanding of the Earth's physical and human processes.*
- **Build strong locational knowledge**, using maps, atlases, digital tools, and fieldwork to investigate their world.*
- **Develop enquiry skills**, asking and answering geographical questions with curiosity and independence.*
- **Understand the interdependence** between humans and the environment, promoting respect, sustainability, and a sense of global responsibility.*
- **Celebrate their local area** of Leicester as part of a wider world, understanding how local and global geography are connected.*

*Our teaching of geography encourages children to **think like geographers** — observing, questioning, analysing, and reflecting on how the world works and changes over time.*

Our Geography Principles

A good geographer observes, enquires, investigates, analyses, and reflects on the relationships between people and the environment. All children can be geographers by following their natural curiosity about the world around them. At Thurnby Mead, our teachers build and reinforce these skills so that our children develop a deep understanding of their local area, the wider world, and their place within it.

At Thurnby Mead, Geography teaching and learning looks good when:

- It makes **meaningful links** between classroom learning and the real world, helping children understand how geography impacts everyday life.*

- It develops **geographical literacy, oracy and critical thinking**, enabling children to interpret maps, data, and sources of information confidently.
- It encourages **progress and ambition**, allowing every child to achieve, regardless of their starting point or background.
- It nurtures **curiosity, awe, and respect** for the diversity of places, people, and environments around the world.

For the above principles to be achieved, we will:

- Provide **frequent opportunities for fieldwork** and real-life geographical enquiry, both within the school grounds and in the local community. This includes trips to the beach, the botanical gardens and a local country park and nature reserve.
- Support teachers in **developing strong subject knowledge** and confidence in teaching geography through training and collaboration.
- Enable children to **ask their own geographical questions**, use maps and digital tools effectively, and present their findings in a range of ways.
- Encourage children to **connect local and global geography**, developing a sense of responsibility for the planet and its future.

Our Implementation

Teaching and Learning

We use a variety of teaching and learning approaches in geography lessons. Our principal aim is to develop children's locational knowledge, place knowledge, human and physical understanding, and geographical skills through engaging, purposeful learning. Sometimes this is achieved through whole-class teaching, while at other times children take part in enquiry-based investigations and fieldwork. We encourage children to ask and answer geographical questions that help them make sense of the world around them.

Our children have opportunities to use a range of maps, atlases, globes, aerial photographs, and digital mapping tools to explore and interpret geographical information. They use ICT, where appropriate, to enhance their learning and to research places and processes. Children also take part in discussions, role-play, and presentations, developing their geographical vocabulary and communication skills. Wherever possible, geography learning is linked to real-

life contexts, such as studying our local area of Leicester, the UK's physical features, and the wider world.

We provide children with opportunities to take part in fieldwork, for example exploring the local environment or investigating land use, settlement patterns, and human impact on nature. We also invite children to make connections between geography and other subjects, such as science, history, and art, to deepen their understanding.

We recognise that in all classes, children have a wide range of geographical abilities, and we ensure that we provide suitable learning opportunities for all by matching the challenge of tasks to the needs of the learner. We achieve this in a variety of ways:

- Setting tasks that are open-ended and allow for a range of responses and interpretations
- Setting tasks of increasing difficulty or depth of thinking, linked to Bloom's Taxonomy (we do not expect all children to complete all tasks)
- Providing resources of varying complexity, matched to the ability of the child
- Using teaching assistants to support the work of individuals or groups
- Teaching in mixed-ability groups where collaboration enhances learning
- Making meaningful cross-curricular links to reinforce and apply geographical understanding

Through this approach, geography at Thurnby Mead develops pupils' curiosity, critical thinking, and sense of responsibility for the world and its people.

Geography Curriculum Planning

Geography is a subject in the National Curriculum. The school uses Kapow Scheme as the basis of its planning and to aid monitoring and assess progression of children's geography learning within each topic. All topics in our geography planning build on prior learning.

Our geography curriculum encourages:

- A strong focus on developing locational and place knowledge, alongside the skills of enquiry, investigation, analysis, and evaluation.
- Curiosity and fascination about the world and its people, inspiring children to explore both familiar and distant places.

- Challenging misconceptions and developing accurate understanding of geographical concepts and vocabulary.
- Continuous progression by building on geographical and fieldwork skills across all year groups.
- Critical thinking and reflection, enabling children to interpret maps, data, and evidence to draw meaningful conclusions.
- Development of geographical literacy, using a wide range of subject-specific vocabulary with confidence and accuracy.

Kapow Primary's Geography scheme of work enables pupils to meet the end of key stage attainment targets outlined in the 2014 National Curriculum. The scheme's structure and sequencing ensure full coverage of national aims — helping pupils to develop a secure understanding of key geographical concepts and processes.

Lessons are evaluated by class teachers, supported by Kapow's end-of-unit assessments and geography coordinator monitoring, which together inform future planning, teaching, and learning (this does not need to be in a written format).

Key Stage 1 and 2 plan for a minimum of one hour of geography per week, or the equivalent number of hours taught in blocks to allow for immersive fieldwork and enquiry-based learning.

Cultural Capital

Cultural capital is the accumulation of knowledge, experiences, behaviours, and skills that a child can draw upon and which demonstrates their cultural awareness, knowledge and competence. It is one of the key ingredients a pupil will draw upon to be successful in society, their career and the world of work.

At Thurnby Mead, we aim to provide children with opportunities to experience 'real life' geography through high quality teaching, well-resourced lessons, school trips and in-school field enquiries. We provide opportunities in lessons for all children, regardless of possible barriers, to engage with geography.

At Thurnby Mead we also take part in Earth day, which highlights the impact of not looking after the planet and every class then explores different ways to help save the planet and become more sustainable.

Cross-Curricular Links

Mathematics

Geography supports the teaching of mathematics in a variety of ways. When children use maps, coordinates, scale, distance, and direction, they apply their mathematical understanding of number, shape, and measurement. Through fieldwork and investigations, pupils collect and interpret data, graphs, and statistics, improving their skills in estimating, comparing, and analysing patterns and trends. Geography provides a real-world context for the use of mathematics in meaningful and purposeful ways.

Personal, social, health and citizenship education (PSHCE)

Geography makes a strong contribution to the teaching of PSHE and citizenship. It raises awareness of how people live in different places and helps children develop an understanding of global citizenship, fairness, and sustainability. For example, children explore how resources are distributed, how human actions affect the environment, and how communities can care for the planet. Geography lessons provide opportunities for children to discuss issues such as climate change, migration, poverty, and conservation, promoting empathy, respect, and responsibility towards others and the world they share.

Spiritual, moral, social and cultural development

Geography provides many opportunities to foster children's spiritual, moral, social and cultural development. Through exploring diverse places, landscapes, and cultures, children develop a sense of awe, wonder, and respect for the beauty and complexity of the world. Geography teaching encourages reflection on moral questions such as the use of natural resources, inequality, and environmental responsibility. It promotes understanding of cultural diversity and the ways in which human activity shapes and is shaped by the environment. Children are encouraged to think critically about social issues and to value different perspectives, developing tolerance and respect for others.

ICT

ICT enhances the teaching of geography significantly. Children use digital maps, GIS tools, aerial photographs, and satellite images to explore and analyse geographical information. They use ICT to research, record, and present findings, and to create digital maps or data presentations. Kapow Primary's online resources include videos, interactive tasks, and visual

materials that bring places and processes to life. Children learn how to find, select, and evaluate geographical information from the Internet and other digital media, strengthening their research and critical thinking skills.

Our Impact

Learning in the Foundation Stage

At this phase, children are:

- Developing the crucial knowledge, skills, and understanding that help them make sense of the world.
- Engaging in first-hand experiences that encourage exploration, observation, problem-solving, prediction, and discussion.
- Experiencing a wide range of indoor and outdoor activities, including adult-focused, child-initiated, and independent play.
- Stimulated, interested, and curious about their surroundings.
- Observed regularly, with learning recorded through photos, drawings, maps, and annotations as part of the Understanding the World area of learning.

Learning in Key Stage 1 and 2

At this phase, children are:

- Learning through a skills-based approach, building enquiry and fieldwork skills over time.
- Undertaking practical fieldwork enquiries, both within the school grounds and in the wider community.
- Working collaboratively and independently to investigate geographical questions.
- Developing high-quality geographical talk to express and explain their ideas.
- Recording findings in a range of creative and purposeful ways, including maps, diagrams, written reports, and digital presentations.
- Building upon prior geographical learning, both in skills and knowledge.

- Beginning to think about the positive and negative impact of human activity on the environment and how people can make sustainable choices.
- Evaluating their own learning and identifying next steps for improvement.
- Using ICT to research, map, and communicate geographical ideas.
- Making cross-curricular links, particularly with history, science, and PSHCE.
- Experiencing a range of teaching styles and strategies that promote enquiry, curiosity, and independence.
- Learning through geography to develop respect, tolerance, and appreciation for different people, places, and cultures.

Inclusion

- Our inclusive approach and differentiation ensure that all children can access geographical learning, regardless of race, gender, faith, culture, or disability. We select and use resources that positively reflect the diversity of our school and the wider world. Planning and teaching in geography set high expectations for all pupils and provide opportunities for every child to succeed — including those with SEN, EAL, disabilities, or from different social and cultural backgrounds.
- When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process considers classroom organisation, teaching style, and resources so that appropriate support can be provided. Assessment against the National Curriculum ensures that teaching is matched to children's needs and progress is accurately tracked.
- Teachers are aware that children bring different experiences, interests, and strengths to their learning in geography. We promote a classroom culture of equality, respect, and tolerance, and use a range of teaching styles and strategies to meet the needs of all learners.

Assessment for Learning

Assessment in geography is carried out in line with the school policy, using both formative and summative approaches. Formative assessments are made through lesson observations, questioning, and analysis of pupils' work. Summative assessment takes place at the end of each unit using Kapow's end-of-unit assessments and teacher judgement.

Teachers may also use progression frameworks and exemplification materials to support consistency and accuracy.

Written or verbal feedback is given in line with the school's marking policy, helping pupils reflect on their progress and next steps.

Role of the Subject Leader & Monitoring

It is the responsibility of the Geography Subject Leader, alongside the Senior Leadership Team, to monitor the standards of children's work across the school. Monitoring for geography is carried out in line with the school's SIP and includes lesson observations, book looks, pupil voice, planning reviews, and assessment analysis.

The subject leader supports colleagues in their teaching, keeps informed about current developments in geography education, and provides strategic leadership and direction for the subject. They manage the budget and resources, identify opportunities for trips and workshops, and ensure that fieldwork experiences are integral to the curriculum. Allocated time is provided for the subject leader to review children's work, attend training, and collaborate with geography leads in other schools to share best practice.

Health and Safety

All fieldwork and practical geographical activities are planned and conducted in line with the school's Health and Safety Policy and relevant risk assessments. Children are taught to use fieldwork equipment safely and responsibly. Staff follow 'Be Safe' (ASE) guidance and local authority policies for educational visits to ensure that all geography learning experiences are engaging, safe, and well-managed.