



**Kilburn Junior School**

# **Geography Policy**



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**EMBARK**  
FEDERATION



**KILBURN JUNIOR SCHOOL**  
Embark Federation

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# **Kilburn Junior School: Geography Policy**

(reviewed February 2026)

## **1. RATIONALE.**

***“The study of geography is about more than just memorizing places on a map. It’s about understanding the complexity of our world, appreciating the diversity of cultures that exist across continents. And in the end, it’s about using all that knowledge to help bridge divides and bring people together.”***

***- Barack Obama, 44<sup>th</sup> President of the United States of America.***

1.1 At Kilburn Junior School, Geography is viewed as a creative and highly inter-connected discipline that is essential to our understanding of the world around us. A high-quality Geography education provides opportunities for children to appreciate the world around them, whilst understanding the difference between the natural and Human environment. Geography is inextricably linked with the values and attitudes of global citizenship which underpin our curriculum here at Kilburn Junior School. A sound grasp of Geography is critical to understanding a variety of disciplines such as mathematics, technology, computing, science and engineering. Without having a sound grasp of Geography, children will be denied the opportunity to fully appreciate, understand and seek to improve the world around them for themselves and the rest of the world.

1.2 This policy describes our values and philosophy in relation to meeting the needs of all geographical learners at Kilburn Junior School. It outlines the framework within which all staff work and gives guidance on planning, teaching and assessment. It is designed to describe how the school intends to meet the needs of geographical learners of all ages.

1.3 This policy follows the guidance of the national curriculum for geography (2014) which outlines the coverage of scientific teaching across Key Stage 2.

## **2. AIMS AND OBJECTIVES**

2.1 The national curriculum for geography (2014) aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes

- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
  - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
  - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

2.2 It is essential that in each area of the geography curriculum, children are given the opportunity to develop each aspect of their geographical learning and to develop the key skills (see appendix) to develop an understanding and mastery geography that will give them the confidence and ability to appreciate and understand our world as they transition into Key Stage 3 and beyond.

### 3. **SPOKEN LANGUAGE.**

3.1. The national curriculum for geography reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. The quality and variety of language that pupils hear and speak are key factors in developing their mathematical vocabulary and presenting a mathematical justification, argument or proof. They must be assisted in making their thinking clear to themselves as well as others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions.

3.2. The vocabulary that children will be focussing on for each lesson will be displayed alongside the intended learning outcomes for the lesson<sup>1</sup> and other appropriate locations for the children to access and to use to support their spoken interactions with the teachers and their peers. The teaching staff will endeavour to make this vocabulary as specific and as accurate as possible, with the insistence that children are using it accurately and appropriately whilst addressing any misconceptions when they arise.

3.3. The variety and scope of the vocabulary that it is essential to try to instil in the children is set out clearly in the ***INSPIRE key skills document for Geography.***

### 4. **PLANNING AND TEACHING**

4.1 At Kilburn Junior School, it is essential that we teach the key skills of geography set out in the key skills for geography by year group. These key skills should be embedded throughout our curriculum and cover these aspects of geography: **locational knowledge; place knowledge; Human and Physical Geography; Geographical skills and fieldwork.** Details of the specific geographical skills taught at Kilburn Junior School can be accessed via

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<sup>1</sup> See appendix 1.

our **'INSPIRE Curriculum' Long term and Medium term plans** for Lower and Upper Key Stage 2. Units of work have been planned that provide sufficient time for children to develop and apply these skills.

4.2 Children at Kilburn Junior School are taught a series of key skills. When planning a series of lessons, teachers should take into consideration the skills, further details of which are clearly outlined in the school's **INSPIRE key skills document for Geography**.

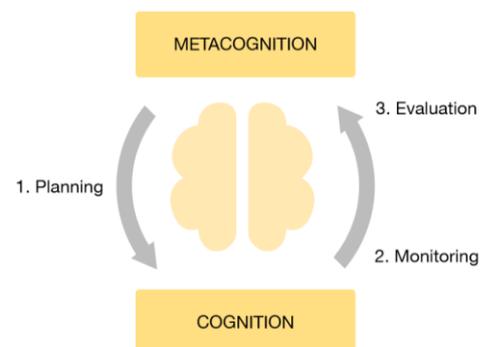
4.3 At Kilburn Junior School, we believe in providing children with a rich and varied curriculum. Good quality and well prepared planning should identify opportunities for links to be made with other subjects through the teaching of geography. Indeed, it can be far more beneficial to the children's learning if certain mathematical and English concepts are contextualised in a cross-curricular manner. In addition to the core curriculum of English and Maths, opportunities should be made to make cross-curricular links across all areas of our curriculum.

4.4 When planning lessons, staff should aim to extend the children's learning through the use of **Bloom's Taxonomy** in order to develop their geographical understanding through good quality differentiated questioning. **Accelerated learning** should also be used in the teaching of geography at Kilburn Junior School in order to ensure that the subject is taught in an engaging, well-paced and stimulating manner.

4.5 The teaching of geography at Kilburn Junior School is underpinned by the belief that, by working hard, **all children are capable of succeeding at geography**. On this basis, children are taught all together as a class and are not split into 'ability' groupings. As teachers of geography, we aim for **integration** in our lessons through differentiation. Carefully chosen resources, questioning and scaffolds allow the children within the class to work on similar areas of the curriculum without capping the attainment of children with perceived lower abilities. All children should be taught to identify (with support from an adult) where they can push themselves onto more challenging work or where they might need to take a small step back to build their understanding of concepts.

4.6 It is vital that we teach children **precise geographical language** and insist upon its use, to support children's ability to think scientifically. Learning this language and using it accurately, empowers children's ability to think about and articulate the scientific concepts they have learned. Specific examples of vocabulary relevant to each year group can be found in the **INSPIRE key skills document for Geography**.

4.7 Our teaching aims to support **metacognition** and **self-regulated learning** in school by encouraging children to reflect on their learning in collaborative groups so that learners can support each other and make their scientific thinking explicit through discussion. The work that children undertake is designed to support metacognition by encouraging them to monitor and evaluate their thinking, applying newly learned geographical concepts and key skills in other applications and areas of our curriculum.



4.8. The teaching and learning that takes place in geography is underpinned by the **Embark Teaching and Learning Strategy group**. Further details can be found in the ***Kilburn Junior School Teaching and Learning Strategy Guide***.

## **5. ASSESSMENT**

5.1. Assessment should be used not only to track pupils' learning but also to provide teachers at Kilburn Junior School with information about what pupils do and do not know. This information allows teachers to adapt their teaching so it builds on pupils' existing knowledge, addresses their weaknesses, and focuses on the next steps that they need in order to make progress.

5.2. Teachers knowledge of pupils' strengths and weaknesses is used to inform their planning of future lessons and the focus of targeted support. In order to achieve this, teachers use a 'subject knowledge memory map' to identify a pupil's understanding of geographical concepts before teaching each topic. This is given to the children again at the end of each topic to assess the children's understanding of geographical concepts after teaching has taken place. This aims to identify what the children have learned and if there are any gaps in understanding/misconceptions that need to be addressed before moving on to any future topics.

5.3. Pupils' work will be marked in line with the ***Marking Policy*** and will model how corrections will be made, giving pupils a chance to learn from their misconceptions and mistakes.

5.4. Summative assessments are made at least once per term, six times per academic year and logged on Arbor for English and mathematics. Whilst there is currently no requirement for summative assessments specific to geography, evidence to support teachers' judgements in English and maths can be obtained (where relevant) from work that pupils have completed whilst developing their understanding of geographical key skills.

## **6. Role of the subject leader**

The Subject Leader is responsible for improving the standards of teaching and learning in geography through:

- 6.1. Monitoring and evaluating geography:
  - provision of geography: ensuring the breadth and balance of the curriculum with clear and progressive steps taught.
  - geography across the curriculum.
  - the quality of the learning environment (teaching, displays and use of ICT).
- 6.2. taking the lead in policy development.
- 6.3. auditing and supporting colleagues in their CPD.
- 6.4. purchasing and organising resources.
- 6.5. reporting to governors and SLT.
- 6.6. guidance support and training for parents and carers.
- 6.7. keeping up to date with recent geographical developments.

## **7. Expectations of teaching staff**

- 7.1. Teachers are aware of school policy and plan and teach lessons in keeping with its ethos.
- 7.2. A yearly overview is used to ensure coverage of the expected curriculum and progression from year to year.
- 7.3. Planning covers all relevant key skills for each year group.
- 7.4. Weekly plans are based on medium term planning and success criteria based on the current understanding of each child.
- 7.5. A4 Topic books with lined paper pages are used where relevant throughout the year.
- 7.6. Skills taught in other subjects (particularly in English and mathematics) are reinforced, embedded and are evident in children's geography work.
- 7.7. Guided group work is planned for and delivered.
- 7.8. Learning Objectives, success criteria and key pieces of vocabulary are displayed in all lessons and are evident in books.
- 7.9. Marking is directly linked to the Learning objective and Success Criteria in all lessons. (See feedback and Marking policy).
- 7.10. Assessment for Learning is used in classrooms.
- 7.11. High quality displays are used to support teaching and celebrate the achievements of pupils.

## **8. THE EXPECTATIONS OF TEACHING AND LEARNING ASSISTANTS AND OTHER HELPERS IN CLASS**

- 8.1. All staff are aware of school policy and plan and teach lessons in keeping with its ethos.
- 8.2. Staff will feedback to teachers and pupils as necessary and in line with marking and feedback policy.
- 8.3. Staff will use geographical vocabulary with accuracy and identify and correct misunderstandings or misconceptions in a timely manner.
- 8.4. Staff will model the high standards we expect from pupils and foster a love of geography through their own enthusiasm for the subject.