**Geography Policy**

**Curriculum Intent**

Through their work in geography, children learn about their local area and compare their life in this area with that in other regions in the United Kingdom and the rest of the world. They learn how to draw and interpret maps and they develop the skills of research and investigation. Through growing knowledge and understanding of geography, children gain an appreciation of life in other cultures. Geography teaching also motivates children to find out about the physical world.

Aims

To enable all children to achieve well and reach their full potential in Geography by delivering the objectives as laid out in the national curriculum.

To ensure that skills and knowledge acquired in Geography can be applied in other areas of the curriculum.

For children to understand the term ‘Geography’.

To stimulate pupils’ interest in their surroundings and help them appreciate the differences and similarities in the wider world.

To enable children to recognise how places and people are interdependent and appreciate the need for responsible actions and attitudes towards the earth and its population.

To introduce pupils to geographical enquiry.

To provide opportunities for the children to access information through reading.

To prepare children for life by helping them to become more independent, organised, aware of differences, appreciative and reflective and to know how to stay safe from a variety of risks.

Curriculum Planning

Geography is a foundation subject in the National Curriculum. We use the national scheme of work as the basis for our curriculum planning in geography but we have adapted this to our local context. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit, and we plan progression into the scheme of work, so that the children are increasingly challenged as they move through the school.

We carry out curriculum planning in geography by creating medium term plans. These plans map the geography topics studied in each term during each key stage; the subject leader devises this plan in conjunction with teaching colleagues in each year group. This ensures curriculum coverage and progression. Prior knowledge, key points to commit to long term memory, key vocabulary and next steps are included on the medium term plans. The subject leader, together with the class teachers, have discussed the sequence of learning to ensure that the skills and knowledge taught are built on in a logical and clear wayClass teachers follow the medium-term plans and update them accordingly should they find an activity that works better, whilst keeping the same objective. The medium-term plans are reviewed by the subject leader on a regular basis.

Early Years Foundation Stage

We teach geographical knowledge, skills and vocabulary in our Reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Early Years Foundation Stage, we relate the geographical learning to the related objectives set out in the EYFS Curriculum, which mainly fall under the educational programme for “Knowledge and Understanding of the World.” Geography makes a significant contribution to developing a child’s knowledge and understanding of the world through activities such as walking around the local area, mapping skills in forest school and identifying similarities and differences between our own environment and others.

At Key Stage 1, geography is about developing knowledge, skills and understanding relating to the children’s own environment and the people that live there, while developing an awareness of the wider world.

• Children will investigate and learn about the physical and human features of their own environment and appreciate how their locality is similar to and different from other places.

• We focus on geographical questions like: *What/Where is it? How did it get like this?*

• Children will develop and use their geographical enquiry skills, including fieldwork skills, they will use geographical terms, they will make and use maps and use photographs.

At Key Stage 2, geography is about developing knowledge, skills and understanding relating to people, places and environments at different scales, in the United Kingdom and overseas, and developing an appreciation of how places relate to each other in the wider world.

Children will:

• study places and themes at different scales, from local to national, in the United Kingdom and overseas, and investigate how people and places are linked and how they relate to the wider world

• study how and why physical and human features are arranged as they are in a place or environment, and how people are influenced by and affect environments.

• focus on geographical questions like: *What is it like? How did it get like this? How and why is it changing?*

• develop and use geographical enquiry skills, including fieldwork , they will use geographical terms, they will make and use maps and use photographs.

• benefit from the opportunity to experience different geographical locations, especially a residential trip in year 4 and a trip down a canal on a bell-boat.

Environmental Education

Environmental education forms an integral part of the geography curriculum. Within the scheme of work there are units that lend themselves to developing the children’s knowledge, understanding, concern and care for the environment. This also comes into other curriculum areas, as well as geography, and is a theme that is frequently discussed in school assemblies.

At our school, children also learn to recognise how people can improve or damage the environment and how this can affect the quality of people’s lives in the future. The children also are taught to recognise how and why people seek to manage the sustainability of our environment and to identify opportunities for their own involvement.

**Curriculum Implementation**

Although, in some of our lessons, we use a thematic, topic-based approach to teaching and learning (that makes learning relevant and engaging for pupils) we ensure that this approach still enables the children to understand the discrete subject area of Geography.

We use a variety of teaching and learning styles in our geography lessons, in order that the children may combine gaining knowledge, developing understanding and learning skills. We use whole class teaching methods and combine these with enquiry-based research activities. Teachers use higher order and open-ended questions as an integral part of their teaching. We encourage children to ask as well as answer geographical questions. Teachers have a sound subject knowledge and develop strong, caring relationships with and between pupils.

We offer opportunities to use a variety of resources, such as maps, statistics, graphs, pictures and aerial photographs and we enable them to use their computing skills in geography lessons where this enhances their learning. We recognise the value of first-hand experience, incorporating field studies as part of geography across the whole school population. This helps to develop pupils’ skills and understanding of the world they live in.

In each unit of work, we have identified key geographical knowledge and skills that we would like the children to retain and we provide regular opportunities for the children to re-cap their prior learning to ensure that the key knowledge and skills are embedded and remembered. This is done through the use of ‘5-a-day’ questions at the start of a lesson, quick feedback questions and mini quizzes at the end of a unit.

We recognise the fact that there are children of widely different abilities in all classes and we provide suitable learning opportunities for all children by subtly matching the challenge of the task to the ability of the child. We achieve this by:

* Setting tasks which are open ended and can have a variety of responses.
* Providing scaffolded work for children in order to give them extra support.
* Providing resources of different complexity that will appropriately support / extend according to the ability of the child.

The contribution of geography to teaching in other curriculum areas

Geography is taught as part of our creative curriculum in all year groups at Finstall First School. The subject lends itself to being taught and learned in cross curricular topics because of its links with many other subjects – e.g. History - where major historical events have taken place because of the geography of the region concerned.

English

Geography makes a significant contribution to the teaching of English in our school because it actively promotes the skills of reading, writing, speaking and listening. We ensure that some of the texts that we use in English are geographical in nature.

Mathematics

The teaching of geography in our school contributes to children's mathematical understanding in a variety of ways. We teach the children how to represent objects with maps. The children study space, scale and distance, and they also use graphs to explore, analyse and illustrate a variety of data**.**

Personal, social and health education (PSHE) and citizenship

Geography contributes significantly to the teaching of personal, social and health education and citizenship. Firstly, the subject matter lends itself to raising matters of citizenship and social welfare. Secondly, the nature of the subject means that children have the opportunity to take part in debates and discussions. For example, Year 4 have a debate about the pros and cons of deforestation in the rain forest. Thus, geography in our school promotes the concept of positive citizenship.

Spiritual, moral, social and cultural development

We offer children in our school many opportunities to examine the fundamental questions in life through the medium of geography. We encourage the children to reflect on the impact of mankind on our world and encourage discussion on how they can help to contribute to a sustainable future. Through teaching about contrasting localities, we enable the children to learn about possible inequalities and injustices in the world. We help children to develop their knowledge and understanding of different cultures, so that they learn to avoid stereotyping people, and acquire a positive attitude towards others. Geography contributes to the children’s appreciation of what is right and wrong by raising many moral questions during the programme of study.

Geography and Computing

The use of technology enhances our teaching of geography, wherever appropriate, in all key stages. Children learn how to find, select, and analyse information on the Internet and through other electronic media. For example, children in Year 4 use data loggers, during field-work, to find out the temperature or level of noise pollution in different areas.

**Curriculum Impact**

We aim to ensure that there are high quality outcomes in all year groups in Geography where children know more, remember more and can do more. We expect a high % of children to develop a good understanding of the Geography units they study and a reasonably high % to gain a deep understanding.

The children acquire geographical knowledge, skills and vocabulary through the school, which contribute to them becoming confident, resilient and independent learners.

Assessment

The children’s work in geography is assessed in the following ways:

* Making informal judgements as we observe them during lessons
* On completion of a piece of work, the teacher assesses the work and uses this information to plan for future learning. Feedback marking can be used to ensure that a child fully grasps a concept or is used to further their understanding. The marking system used also informs the teacher as to whether or not each child has achieved the main learning objective of each lesson.
* At the end of each whole unit, Class Teachers record against summary judgements based on whether each child has developed a good understanding, is working towards a good understanding or has developed a deep understanding of the work covered.
* At the end of each year, our assessment system uses the judgements made during the year to inform teachers as to whether each child has either gained a good understanding in the subject during the year, if they have gained a deep understanding or if they are working towards a good understanding.

We pass this information on to the next teacher at the end of the year. Assessments are made in order to plan future work and monitor the progress of individual children. The subject lead also looks at the assessment data in order to identify if there are particular areas of the Geography curriculum that staff or pupils require additional support with.

Monitoring & Review

The coordination and planning of the geography curriculum are the responsibility of the subject leader, who also:

* supports colleagues in their teaching, by keeping informed about current developments in geography and by providing a strategic lead and direction for this subject;
* gives the head teacher a monitoring report in which s/he evaluates the strengths and weaknesses in geography and indicates areas for further improvement;
* uses specially allocated management time to review evidence of the children's work, to conduct pupil interviews, to analyse planning and performance data and to observe geography lessons across the school in order to ensure that what is meant to be taught is being taught and that children remember the key geographical knowledge, skills and vocabulary as intended.

Geography and Inclusion

At our school, we teach geography to all children, whatever their ability and individual needs. This accords with the school's curriculum policy of providing a broad and balanced education to all children. Through our geography teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those who are gifted and talented, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details, see separate policies: Special Educational Needs; Disability Equality Scheme.

When planning lessons teachers look at a range of factors – classroom organisation, teaching materials, teaching style, scaffolding resources – so that we can take some additional or different action to enable all children to learn more effectively. Assessments made by teachers also helps to ensure that our teaching is matched to the children's needs.

We enable all pupils to have access to the full range of activities involved in learning geography. Where children are to participate in activities outside the classroom, e.g. a walk around the local area, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Equal Opportunities

In all our studies, equal emphasis is given to the roles of men and women at all levels of society. When studying distant localities, we focus on the lives of real people and families, ensuring that we develop the children’s appreciation of lifestyles of peoples from all cultures – e.g. South America in Year 4 and Brazil in Year 2.

Health & Safety

All out of school activities comply with the guidelines in the school’s health and safety policy.

Resources

We are continually reviewing resources in our school to be able to teach all the geography units/topics. Resources are stored in both Key Stage 1 and Key Stage 2 areas – e.g. a variety of atlases, maps and books.

This policy was reviewed by S Bevins on 8th May 2025

It was approved by Governors on Review Date – 17.05.25

Governor Responsible: Andy George