

Geography Leader: Jackie Rypel
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St. Peter's C.E. Primary School Geography Policy



'Let Your Light Shine' *Matthew 5:16*

At St Peter's we believe that our children can **shine** as we strive for every member of our family to succeed and flourish through our values centred curriculum; to enable our children to grow in confidence with God's **love**, to **challenge** each other and ourselves and be **inspired** to love God and learning, as disciples of Jesus Christ.



Vision and Values

At St Peter's we are committed to ensuring that children receive a broad and balanced curriculum, which is fully inclusive to every child so that each individual is able to realise their full potential. Our aims are to fulfil the requirements of the National Curriculum for Geography; providing a broad, balanced and differentiated curriculum; ensuring the progressive development of geographical concepts, knowledge and skills; and for the children to develop a love for geography.



Fundamentals

"Geography is a subject which holds the key to our future." Michael Palin

- Geography provides a means of exploring, appreciating and understanding the world in which we live and how it has evolved.
- It contributes to the cultural, social, spiritual and moral life of children as they acquire knowledge of a range of different cultures and traditions, and learn tolerance and understanding of other people and environments.
- Geography can encourage pupils to think about their own place in the world, their values, and their rights and responsibilities to other people and to the Earth.
- Geography can be used very effectively to enhance many other areas of the curriculum including Literacy, Computing and History. There are strong links between our Outdoor Learning curriculum and skills taught within Geography.



Geography Intent

At St Peters, we aim to inspire pupils to develop an interest and fascination about the world, its people and different geographical processes. Knowledge about diverse places, people and environments is key, whilst also developing their skills in enquiry and investigation.

We aim to provide opportunities for pupils:

- to develop a curiosity and understanding of places and people both locally, nationally and globally.
- to stimulate children's interest in their surroundings and develop a knowledge and understanding of the physical and human processes which shape places.
- to increase children's knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country.
- to provide learning opportunities that enthuse, engage, and motivate children to learn and foster a sense of curiosity and wonder at the beauty of the world around them.
- to encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means.
- to make sense of their own surroundings through learning about their own locality and the interaction between people and the environment.
- to develop the geographical skills, including how to use, draw and interpret maps of different scales, and the vocabulary necessary to carry out effective geographical enquiry.
- to be able to apply map reading skills to globes and atlas maps and identify geographical features and to make use of digital mapping skills.
- to formulate appropriate questions, develop research skills and evaluate material to inform opinions.
- to enable children to work geographically in a range of appropriate contexts, using a variety of materials and equipment including other people's experiences and knowledge.
- to retain knowledge through 'sticky learning' activities including hands on experiences, visits and activities, 'Geog your Memory' starter activities and engaging lessons.



Geography Implementation

We use the national curriculum for Geography as the basis for our curriculum planning. Topics of study are set out in long term plans and creative and cross-curricular links are made to other areas of the curriculum. Links are recommended between History, Literacy, PSHE, Science, Technology, British Values, Outdoor Learning and other curriculum areas wherever possible. This makes it more likely that a rich humanities curriculum can be delivered, as well as providing a more creative, enjoyable approach to teaching and learning.

Because we have some mixed-age classes, we carry out the medium-term planning on a two-year rotation cycle to link where possible with our English curriculum. Teachers have identified the key knowledge and skills of each topic and consideration has been given to ensure progression across topics throughout each year group and across the school. In doing so, we ensure that children have complete coverage of the National Curriculum, but do not have to repeat topics.

The teaching of Geography encompasses the acquisition of four key areas of learning:

- place knowledge
- locational knowledge
- human and physical geography
- geographical skills and field work

Early Years

Geography is taught in Reception as an integral part of the topic work covered during the year. We relate the geographical aspects of the children's work to the objectives set out in the Early Years curriculum.

Geography makes a significant contribution to the Early Learning Goal objectives of developing a child's understanding of the world through activities such as finding out about different places and habitats and investigating our locality. Furthermore, the children engage in a weekly 'Around the World Wednesday' session which enables them to find out about a new country or place around the world each week.

Key Stage 1

During Key Stage 1, pupils investigate their local area and the country they live in as well as the wider United Kingdom. They develop an awareness of landscapes around them from first hand observations and explore human and physical features in their environment. They investigate seasons and weather patterns in the UK as well as looking at the location of hot and cold areas around the world. Children will start to read and draw simple maps.

In doing this, they ask geographical questions about people, places and environments and use geographical skills and resources such as maps and photographs.

Key Stage 2

During Key Stage 2, pupils investigate a wider variety of people, places and environments in the UK and abroad and start to make links and comparisons between different places in the world. Pupils have the opportunity to widen their knowledge beyond the UK with a study of Europe and North/South America. They find out how people can affect the environment and how they are affected by it. They investigate geographical features and processes including volcanoes, mountains and rivers.

In doing this, they ask geographical questions and use skills and resources including maps, atlases, digital mapping programmes, aerial photographs and ICT. They will acquire the appropriate Geographical practical skills including using suitable vocabulary, fieldwork techniques and map reading.

A variety of teaching approaches are encouraged:

- Teacher presentations and whole class teaching
- Enquiry based research activities
- 'Geog your Memory' starter activities
- Question and answer sessions, discussions and debates
- Individual and group research and presentations
- Investigating artefacts, maps, photographs
- Use of Computing including digital mapping, internet etc.
- Critical analysis and evaluation of sources of evidence
- Visitors to school e.g. Prime VR, Arctic Map etc.
- Fieldwork and use of the school grounds
- Visits in the local environment to explore human and physical features
- Commando Joe's Missions
- Links to relevant global events e.g. Earth Day, Geography in the news etc.



Assessment and Analysing Impact of Teaching and Learning

In order to assess pupils in this subject, teachers gather evidence of what pupils know, understand and can do in Geography by observing them at work, listening to and discussing with them, and evaluating the work they produce. At the start of each Geography lesson, children complete a 'Geog your Memory' activity where they are asked about prior learning. This is a good assessment tool for teachers to see if the children have grasped previous skills/knowledge and have been able to retain that information. Teachers make judgements on whether children meet the age related expectations for their year group in Geography and this is recorded on the online tracker in the Summer term. The leader is then able to use this data to analyse the percentage of children on track and make comparisons between different groups of children. This allows the leader to monitor where there are areas for development and make this a focus of future action.



Inclusion

At our school, we believe that all pupils are entitled to access the Geography curriculum at a level appropriate to their needs. The school considers it important that children are not prevented from gaining access to the knowledge and skills in the Geography curriculum by virtue of limitations in their learning abilities. To ensure inclusion, teachers use a range of strategies to ensure accessibility as well as to provide appropriate challenge to different groups of learners.



Equal Opportunities

It is important that access to activities or work in geography is not hindered by discrimination on the basis of colour, culture, origin, sex or ability. Work in geography may often refer to life in other societies and cultures. It is most important that teachers highlight the values that such cultures bring to the world in a positive manner. Staff should ensure that the resources used in the teaching of geography are multi-cultural and non-sexist, containing positive images of all groups. We should use all opportunities to challenge stereotypes within our teaching of Geography. Mutual respect and tolerance for all cultures will be promoted through the study of Geography.



Resources

A budget is allocated each year for Geography but this can vary in amount depending on the priorities for the whole school budget. The Geography leader is responsible for consulting staff and purchasing suitable resources. Resources also include trips outside the school building and visitors to school to support Geography teaching. All resources are stored in the resource room.

People with an interest in or expertise in a particular topic or area of Geography may be invited into school to work with the children. Such visitors may include parents, grandparents, and people from the local community.



The Governing Body

Regular reports are made to the Government Body through the Curriculum Sub Committee and the Governor with responsibility for Geography (Mrs Sharon Smith). The leader and Geography Governor meet annually to discuss achievements and current priorities/actions for the subject.



Consultation, Management and Review

A regular allocated time is given to the leader for the monitoring and evaluation of Geography. Throughout the year, the leader has planned opportunities for learning walks, work sample monitoring, planning monitoring as well as pupil interviews. The information and feedback gathered from this is then fed back into the action plan for the following year and areas for development are addressed.

The Geography leader is always willing to advise and support staff in delivering different aspects of the Geography curriculum and in planning for assessment. Staff meetings have been designated to Geography to ensure staff are aware of recent updates in this subject and how identified areas can be improved upon.

Staff development needs are ascertained through staff audits and work/planning monitoring.

The scheme will be reviewed in line with the long term School Development Plan.