Geography Policy

Date approved	Committee responsible for review of policy	Next review date	Policy on website	Statutory policy
September 2025	FGB	September 2027	No	No

Headteacher: Mrs Fiona Micklefield

1. Purpose of the policy

This policy reflects the aims and values of St Lawrence CE Primary School. It ensures all stakeholders, including staff, governors, parents and pupils, are working towards the same goals.

The purpose of this policy is to:

- Set out a framework for all teaching and non-teaching staff, giving guidance on planning, teaching and assessment
- Demonstrate adherence to the National Curriculum objectives and guidelines (if appropriate)
- Provide clear information to parents and carers about what their children will be taught
- Allow the governing board to monitor the curriculum
- Provide Ofsted inspectors with evidence of curriculum planning and implementation

2. Subject vison

At St Lawrence, we aim to inspire in our children a curiosity and sense of awe about the world whilst also developing their understanding of their place in the world. Our Geography Curriculum introduces the children to a rich diversity of places and communities around the world and helps them to consider the connectivity of these places. The children will learn about a wide range of human and physical features and processes. Our curriculum is designed to provide our children with the subject specific vocabulary they need to describe, question and discuss the world. We will help the children to recognise how changes to places and the environment happen and affect us, both as a result of natural processes and through human activity. Throughout their St Lawrence journey, they will be provided with opportunities to revisit, consolidate and build upon prior knowledge and skills. Children are also provided with opportunities to develop their fieldwork skills using the school grounds, Alton and further afield.

We are passionate about educating children on current environmental issues and understanding their human impact both locally and globally. We encourage the children to think about how their actions can have an impact and 'be the change'.

3. Aims and outcomes

The national curriculum for geography aims to ensure that all pupils:

- have developed a contextual knowledge of the location of globally significant places including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
- an understanding of 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.

- have developed 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.

4. Teaching and learning

St Lawrence Geographers, will be given the opportunity to revisit and build upon prior knowledge and skills whilst being able to make new connections to new concepts. Each Geography unit taught is stemmed from a big question which the children will spend their time investigating and exploring. Teachers model the use of subject specific vocabulary and geographical resources such as atlases and digital mapping. We ensure that we use a wide range of sources to prevent providing a one-sided stereotypical view and encouraging children to question bias. Each class has a world map display used to locate any places relevant to their learning across the curriculum. Opportunities for school trips and fieldwork are provided to give first-hand experiences and to develop the children's fieldwork skills.

Teaching approaches are varied, but might include:

- Whole-class teaching
- Small group discussions
- Using atlases, globes, maps and digital technologies
- Looking at aerial photographs
- Research
- Fieldwork
- Trips in the local environment

5. Curriculum overview

Please see the hyperlink below which takes you to the whole school subject overview on the school website where you can see the subject content across all year groups from EYFS, Key Stage 1 to Key Stage 2.

Curriculum overview

5.4 Programmes of study

Please see the hyperlink below which takes you to the National Curriculum.

National Curriculum

6. Cross-curricular links

In Geography, there are many opportunities for cross curricular links. This may include:

Geography shares links with the following subjects:

- English: development of literacy skills through reading and writing
- Maths: analysing numerical data, coordinates and scale
- History: historical maps
- Computing: use of the internet for research, digital maps
- DT: understand where food comes from
- Spiritual, moral, social and cultural (SMSC): encourages empathy towards other cultures, and reflection on global issues such as climate change

7. Assessment and recording

7.1 Assessment

St Lawrence CE Primary School uses assessment to enable staff to understand what pupils have learnt before, what they need to learn now and what they will learn next.

Formative assessment
Formative assessment is ongoing and will be used to inform teachers in relation to their planning, lesson activities and differentiation.

Summative assessment
Summative assessment is recorded at the end of each unit of work.

Feedback

Children receive regular feedback during the lesson and can receive this at the beginning of the next.

7.2 Recording

Pupils will record their learning in the following ways:

- Subject books
- Year R Individual Learning Journey or on Tapestry

This may take the form of photographs, pictures, notes or written work, and may be worksheet-based or fully independent.

8. Resources

8.1 Educational equipment

In Geography lessons we use a variety of resources such as:

- age-appropriate atlases
- globes
- compasses
- range of different maps (such as OS)
- Digi Maps
- Google Earth
- photographs

8.2 External speakers, local museums, trips

At St Lawrence we encourage the pupils to explore their local environment including local walks. Year 3 undertake a river study at Gilbert and White Field Study Centre.

9. Roles and responsibilities

9.1 Headteacher

The headteacher at our school will:

- Support the subject leader but also hold them to account for the effectiveness of the subject
- Support staff through the provision of training and resources
- Monitor the planning and delivery of the subject
- Ensure the requirements of the National Curriculum are met
- Ensure this policy is reviewed according to the timescales set out

9.2 Subject leader

The subject leaders at our school will:

- Prepare and review subject policy and curriculum plans
- Promote the study of the subject throughout the school
- Monitor the teaching and assessment of the subject
- Attend appropriate CPD
- Stay informed regarding developments in the study and teaching of the subject
- Evaluate resources
- Provide training and CPD to staff on the subject curriculum and its delivery, and keep them informed about subject developments nationally
- Assess the impact of the subject curriculum on pupils' learning and development
- Make presentations to governors on the subject and how it is being taught

9.3 Classroom teacher

Classroom teachers at our school will:

- Teach and assess the subject according to the principles laid out in this policy
- Report to the subject leader
- Maintain subject knowledge and appropriate CPD

9.5 Parents

The parent community at our school will:

- Make sure their children are prepared for learning
- Sign the home school agreement

10. Inclusion

Teachers set high expectations for all pupils in Geography. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with special educational needs (SEN)
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so pupils with SEN and/or disabilities can study Geography, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in Geography.

A Support and challenge section forms part of the learning journey planner.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

11. Links to other policies

This subject policy links to the following policies and procedures:

- Curriculum policy
- Assessment policy
- Feedback policy
- SEN policy

12. Monitoring and review

This policy will be reviewed by staff and governors every 2 years.

Head Teacher's signature
(Fiona Micklefield)

Chair of Governors' signature
(Paul Whitty)