

Geography Policy

Leasingham St. Andrew's Church of
England Primary School

'Everything you do, do in love'



Reviewed and updated: February 2025

Next review: February 2028

1). Rationale and Principles

The school aims to provide opportunities for the children to develop an interest in the past and develop historical skills which will allow them to investigate places and the relationships between people and their environments.

This policy aims to outline the purpose, nature and management of the geography taught in our school.

Through the teaching of geography, we aim to reflect and live-out the vision of Leasingham St. Andrew's Church of England Primary School.

Everything you do, do in love'

At St Andrew's, we seek to be a safe and happy environment, inspiring our school family to be positive participants in the world community. A place where we are all encouraged, through love and service, to be the very best.

John 13:34 'Love one another, as I have loved you'

We aim to demonstrate the following 'golden threads' through the subject of geography.

- High aspirations permeate across the school.
- The school offers a host of cultural experiences and enrichment opportunities.
- Our children develop a love of life-long reading.
- British Values are an intrinsic part of the school.

2). Intent

At St. Andrew's C of E Leasingham, we believe that geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Our ambitious curriculum encourages children to develop a deep knowledge of the world they live in and understand their place within it.

The geography curriculum at St. Andrew's is taught around four key areas of learning: geographical skills and field work; human and physical geography; locational knowledge; and place knowledge. These areas are explored through our key concepts: navigation; fieldwork; population; economic activity; tectonic activity; human features; physical features; natural resources; sustainability; and climate and landscape; all of which provide lenses through which to consider different aspects of geography.

As children move through the school, these concepts are revisited to deepen their understanding. Second-order concepts: responsibility; similarity and difference, cause and consequence; continuity and change; significance; enquiry; and written and oral expression; are taught and applied through each unit of geography and build progressively as pupils move through each key stage.

We aim to provide an ambitious curriculum for our children and seek to inspire curiosity and instil a fascination about the world and its people, which will remain with our pupils for the rest of their lives. We promote children's interests and develop both an understanding and a respect for diverse places, people, resources and natural and human environments, whilst embedding a deep understanding of the Earth's key physical and human processes.

The geography curriculum supports our pupils to acquire good basic skills; develop their knowledge of diversity and spirituality; and understand the life-long possibilities the world can offer. As subject knowledge is embedded, pupils develop a confidence in the subject and are motivated to want to learn more about the world around them.

By the end of EYFS, pupils will:

- Begin to understand how they are part of their own locality, which is part of a bigger world.
- Learn about different people and communities.
- Use speaking, listening and understanding to develop and explore these in greater detail.

By the end of Key Stage 1, pupils will:

- Use and make a range of geographical resources such as photos and maps to locate features in their locality and the world.
- Understand the principle of directions.
- Look at land use, climate and physical features of Great Britain and other locations in the world.
- Develop an understanding of how humans and nature can affect and shape the landscape.
- Understand that they have responsibilities to care for the planet and its resources.

By the end of Key Stage 2, pupils will:

- Be able to compare physical and human features in their own locality to different locations around the world.
- Conduct fieldwork to identify common geographical processes, to make observations, collect data and draw conclusions from their findings.
- Be able to interpret a range of sources of geographical information and present geographical information in a variety of ways.
- Develop an understanding of map work so that these features can be examined and identified in a wider context.
- Understand the processes that give rise to key physical and human features and how these change over time.
- Understand the impact of humans and of nature in shaping the world in which they live.
- Understand their responsibilities as global citizens, who can think both critically and creatively, to play their part in caring for and sustaining our world and resources.

3). Implementation

Geography is taught progressively across the year groups, so that children achieve depth in their learning. Our geography progression document develops knowledge and skills of **investigating place, investigating patterns** and **communicating geographically** and the medium term plans include both the key concepts, second order concepts along with an overview of each unit of learning. Knowledge organisers are available for children to access at any point during a geography lesson; this enables pupils to re-cap on previous learning whenever they feel it necessary and encourages an independent approach during lessons. In addition, subject specific vocabulary is presented in all classrooms giving ample opportunity for pupils to further develop language, vocabulary and speech and language skills.

At St. Andrew's, we believe it is important as part of our Geography Curriculum to embed our Golden Threads of **Reading, British Values, Cultural Capital and High Aspirations**. Reading is at the core of the curriculum: we enhance our geography curriculum through the use of high-quality texts. Cross curricular outcomes are specifically planned for, so that children are able to make connections to other areas of their learning. The local area is also fully utilised to achieve the desired outcomes: our children will develop their map skills by studying the development of Sleaford and its development as a town; they will explore the geographical features of the River Slea, River Witham and our surrounding areas, considering how erosion is changing our local landscape. There will also be extensive opportunities for learning outside the classroom which is embedded through practice. Teachers plan topics in relation to an overarching theme for each term. Consideration is given to extending children's learning and how it will be demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion.

4). Impact

The experience of Geography we provide will allow children to develop a better understanding of our Earth. They will have an increased understanding of how and why life is different for people in different places, but also that there are many similarities to be found amongst the wide range of communities around the world. We recognise that this understanding of diversity will lead to our children being thoughtful and respectful citizens. There are many incredible wonders in our world and we hope that we will be able to open our children's eyes to what there is to be discovered, igniting the spark of desire to travel and see more of the world first hand, treating everyone they may meet with respect and understanding. Our curriculum will allow them to grow into adults who make informed decisions about the way they live their lives based on the effect it will have on the planet.

Outcomes of work are regularly monitored to ensure that they reflect a sound understanding of the key identified knowledge through key questions. These allow for assessment opportunities and to identify children's understanding and interpretation of their learning.

Pupil's books will evidence a broad and balanced geography curriculum and demonstrate the children's acquisition of identified key knowledge, understanding and new vocabulary. As children progress throughout the school, they will develop a deep knowledge and understanding, and an appreciation of their local area and its place within the wider geographical context.

5). Role of the Subject Leader

At Leasingham St Andrew's Church of England Primary School, the role of the geography subject leader is to ensure that children make sufficient progress through each year group, acquiring and applying key knowledge. This will be achieved by:

- Securing high quality teaching.
- Ensuring that planning meets the requirements of the school's agreed curriculum.
- Monitoring the effective use of resources.
- Having oversight of curriculum coverage and ensuring that the curriculum meets national requirements.
- Developing assessment and record keeping, ensuring progression and continuity.
- Ensuring that colleagues are aware of expectations and supporting them in teaching the subject through the progressive and sequenced curriculum map.
- Action planning for future development.
- Ensuring that appropriate resources are in place to deliver a rich and challenging curriculum.
- Monitoring the effectiveness of teaching and the impact on learning and standards.
- Evaluating and summarising all aspects of the subject to define next steps for improvement.
- Keeping abreast of development in subject education and media usage.

6). Assessment

At Leasingham St. Andrew's Church of England Primary School, we assess the children's work in geography by making informal judgements as we observe the children during lessons. At the end of each long term (Autumn, Spring and Summer), teachers will make a judgment as to whether each child is on track for end of year expectations, as outlined in the geography curriculum map, where Geography has been taught. This is recorded on the school's online assessment system, Insight. Judgements are as follows:

- Below
- Just Below
- On Track
- Greater Depth

Class teachers keep the children's geography work in topic books.

7). Geography and ICT

At Leasingham St. Andrew's Church of England Primary School, ICT plays an integral part in the teaching and learning of geography. Clear links to ICT are made in planning and every opportunity to explore links with ICT are used.

8). Early Years Foundation Stage (EYFS)

In Reception, geography is taught as an integral part of topic work covered in the EYFS setting. In the EYFS geography is about the children having the opportunities to find out and learn about the world they live in. The geography side of the children's work is related to the Understanding the World objectives set out in the EYFS curriculum.

9). Differentiation including catering for children with Special Educational Needs

At Leasingham St. Andrew's Church of England Primary School, we aim to encourage all children to reach their full potential in geography through the provision of varied opportunities and responding and adapting our teaching to the children's individual needs. We recognise that our curriculum planning must allow children to gain a progressively deeper understanding and competency as they move through our school. Children with specific needs, such as those in receipt of an Educational Health Care Plan (EHCP) will work on outcomes suited to their own abilities.

10). Equal Opportunities

At Leasingham St. Andrew's Church of England Primary School, all children will be given equal access to geography irrespective of race, gender and creed, level of ability or nationality. Mutual respect and tolerance for all cultures will be promoted through the study of geography.

11). Resources

At Leasingham St. Andrew's Church of England Primary School, all geography topics have resource boxes containing a range of resources to aid the teaching of that subject. Resources are audited regularly and reviewed through discussion with teachers.

12). Monitoring and Evaluation

To monitor and evaluate geography, the subject leader:

- Supports teachers via explaining the progressive curriculum map, discussing the key concepts in geography, co-planning, team teaching, observing and giving feedback.
- Monitors teachers' medium-term planning against the progression contained in the curriculum map.
- Reviews resource provision.
- Works co-operatively with the SENDCo
- Reviews the progress with implementing this policy in the school with the Headteacher and/or subject governor.

The school's governor monitoring programme includes monitoring of individual subjects by governors, to support and challenge the subject leaders.

13). Disability and Equality Statement

This policy has been written with reference to and in consideration of the school's Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff and parents.

Any questions or concerns regarding this policy should be made to the Headteacher.