



**Our mission statement: Valuing Potential; Creating Opportunities  
GEOGRAPHY POLICY**

This policy to be read in conjunction with Assessment and Marking Policies, Equal Opportunities Policy, Health & Safety Policy, Teaching and Learning Policy, Racial Equality Policy, SEND and Inclusion Policy

<b>SUBJECT LEADER</b>	<b>DATE OF POLICY</b>	<b>DATE OF REVIEW</b>
G Allsopp	March 2025	March 2026
Reviewed By:	SL and SLT	T & L Committee

### **RATIONALE**

We believe this policy reflects our values and philosophy regarding the teaching and learning of Geography at Hartsbourne Primary School. Geography teaching is about developing an understanding of our world, through experience, investigation and learning from secondary sources. Learning about geography helps children to gain a greater understanding of the ways of life and cultures of people in other places. We feel this will help children to take responsibility for their role in society and to develop a caring attitude towards others as well as our environment.

Studying geography enables children to investigate the interrelationship between people and environments and develop some understanding of the causes of change in those relationships. Learning about geography promotes a sense of wonder at, responsibility for, and care of the Earth and all its resources. Our Geography curriculum aims to be a balance of geographical knowledge and fieldwork skills, it is supplemented by our Forest School program.

### **AIMS AND OBJECTIVES**

Geography is concerned with the study of places, the human and physical processes which shape them and the people who live in them. Children study their local area and contrasting places in the United Kingdom and other parts of the world. The study of the local area forms an important part of the geography taught at our school and activities are planned to build upon the children's knowledge and understanding of the local area.

As children move through the school, we aim to provide learning opportunities which are stimulating and absorbing, facilitated by appropriate areas of study and effective adaptive teaching which takes account of the needs of the individual child. In planning for learning we aim to:-

- Stimulate an interest in our surroundings and human 'conditions' and foster a sense of wonder about the world we live in.
- Help children to acquire the geographical skills and confidence to undertake investigations, problem solving and decision making.



- Study the relationship(s) between people and the environment and develop respect for people throughout the world, regardless of culture, race and religious beliefs.
- Develop a sense of identity by learning about the United Kingdom as well as interest in, and enjoyment of, other places, races and cultures.
- Begin to understand some of the physical elements of the Earth.
- Develop a sense of responsibility and an appreciation of the Earth's resources and the need to take care of them.
- Promote the importance of becoming active citizens with awareness and understanding of spiritual and moral issues.

## **TEACHING AND LEARNING**

Teachers will share clear objectives about the learning purposes of planned activities and link these to assessment strategies as well as provide directed investigation using enquiry questions such as:-

Where is this place? What is it like? How did it get like this? How is it changing and why?

Classroom organisation will depend on the needs and abilities of the pupils and also on the aims of the lesson. In planning geographical work teachers will be mindful of the different ways in which pupils learn to ensure full inclusion. They will use a range of teaching strategies such as whole-class lessons, group, paired and individual work and combine these with enquiry-based research activities. We will encourage children to ask as well as answer geographical questions. Teachers will provide opportunities for pupils to:

- Understand and apply geographical terms such as 'erosion', 'coastal', 'mapping'.
- Experience fieldwork and practical activities such as timing the pace of a river or recording erosion of the riverbanks.
- Visit places and see artefacts that will help to develop geographical understanding.
- Develop independent research and study skills, including use of Library and ICT resources.
- Access globes and atlases and use them to support teaching in 'cross curricular' studies.
- Have equal access to learning through an appropriately differentiated programme of study.

Learning activities will be sequenced to ensure progression and continuity and differentiated as appropriate to the age and experiences of the children. Children learn best in Geography through:

- Direct experience and practical activities (eg .g. model making, art, ICT, poetry, site visits).
- Using role play, story, debate and drama to explore ideas and feelings.
- Interaction, discussion and enquiry with peers and adults.
- Using visual resources e.g. photographs, videos, books, I-pads etc.
- Participating in experimentation and fieldwork.
- Developing and applying skills and knowledge to 'real' situations.

## **CURRICULUM ORGANISATION**

Geography is taught throughout Hartsbourne School as part of a broad topic approach and according to planning guidelines from the school's curriculum map. In order to maintain continuity and progression; topics are planned to integrate skills, places and themes.



In Early Years children are encouraged to explore the natural world around them, making observations and discussing similarities and differences; talk about where they live and go to school, and compare this to contrasting environments.

In Key Stage 1 we build on direct experiences, study the school and local environment and teach about a more distant locality.

In Key Stage 2 the themed approach provides opportunities to build on the experiences of KS1. In Years 3 and 4 the local area is studied in greater depth and environmental issues are explored (e.g. Settlement, Bushey). In Years 5 and 6 knowledge and understanding of places and issues are expanded by studying more distant places (e.g. climate, trade, settlement comparisons).

Cross-curricular links will be explored whenever it is appropriate to do so and will include opportunities to use skills from other areas of the curriculum, including maths (graphs, co-ordinates, data analysis), Literacy (writing skills, vocabulary definitions, story settings), RE, PSHE (cultural, spiritual, moral education), ICT (electronic media, research skills) and PE (Direction, co-ordinates, mapping skills). Fieldwork skills will be explicitly taught within our Forest School program.

## **PLANNING PROGRESSION**

In our school we plan Geography as part of our creative curriculum and termly topics, including themed days or weeks as well as specific (cross curricular) events such as the Olympic Games, Foreign Language study, Writing and Take One Picture (art). Planning will in accordance with the school's Planning Policy:

- The class teacher will organise and implement the medium and short-term term planning.
- The subject leader will ensure they have an overview of the curriculum map and all planning.
- Progression through the school will be planned to develop skills, increase geographical vocabulary and extend the child's understanding of localities, events, the environment and related issues.
- The senior leadership team will evaluate long term planning.
- Planning will provide for a variety of teaching approaches which are matched to pupil's abilities, experiences and interests and provide equal curriculum access to all pupils regardless of ability.

## **PRESENTATION**

Children will be encouraged to present their work neatly (appropriate to age) and in a variety of ways including:-

- Posters, leaflets and maps .
- Discussion, drama, debate and spoken presentations to different audiences.
- Recount, narrative and chronological writing to different audiences including stories, pictures, diagrams, photographs, art and ICT.



## **ASSESSMENT FOR LEARNING AND RECORDING**

Teacher assessment will be undertaken in accordance with the school's Assessment and Marking Policies. Teachers will assess children's work through a combination of formal and informal tasks, by making informal judgements during lessons using question and answer techniques, discussion and observation.

Children will be encouraged to take part in a range of self-assessment and evaluation activities such as editing written work, using talk partners, identifying success criteria, peer marking, identifying 'I can' statements.

On completion of a piece of work, the teacher assesses the work by marking and commenting in accordance with the Marking Policy and uses this information to plan future learning. Written or verbal feedback is given to the child to help guide their progress.

During the Foundation Stage, the children will work towards the geographical aspects of Knowledge and Understanding of the World.

By the end of Key Stage 1, most children will be expected to:

- Describe the main features of localities and recognise their similarities and differences.
- Recognise specific places, their characteristics and landmarks in the UK.
- Recognise changes in the environment of localities and how people can affect the environment.
- Find out and express views about people, places and environments by asking and answering questions and by using their own observations and other geographical skills and resources;

By the end of Key Stage 2, most children will be expected to:

- Explain the physical and human characteristics of places and their similarities and differences,
- Know the location of significant places and environments in the UK, Europe and the World.
- Explain patterns of physical and human features, and recognise how selected physical and human processes cause changes in the character of places and environments.
- Describe how people can damage and improve the environment and recognise how and why people may seek to manage environments sustainably.
- Undertake geographical enquiry by asking and responding to questions, identifying and explaining different views and using a range of observations, skills and resources.

End of topic assessments will be made using Arbor Subject Tracker, progression of skills document and a variety of activities such as quizzes and double page spreads. End of year assessments will be made with reference to achievements over the year and whether the pupil is currently performing above, at or below age-related expectations.

Assessment for learning is a powerful means of helping teachers to tailor their teaching to get the best progress for each child. Teachers involve each child in their learning to motivate and help them to take next steps, including:



### **Assessment for Learning – Formative Assessments**

The learning objectives and success criteria are made explicit in planning and shared with pupils using appropriate, child-friendly language. Key questions and cross curricular opportunities will be identified.

### **Assessment of Learning – Summative Assessments**

Summative assessments indicate what a child can do and will generally take place at the end of a unit of work or the end of the year. Assessments will be recorded on the Arbor Subject Tracker for the year group, generally indicating whether a child is 'greater depth', 'expected' or 'working towards' age-related expectations.

### **Self Assessment and Peer Assessment**

Peer and self assessment are ways of engaging children in understanding their progress in learning and identifying next steps in their learning that can be used in addition, and to support, to oral and written feedback from teachers and support staff. The aim is to involve children in the analysis and constructive criticism of their own and others' work.

Learners use the success criteria to make judgements on their own, and peers learning and identify areas for development (What went well, even better if....).

## **EQUAL OPPORTUNITIES**

At Hartsbourne we will recognise and appreciate the cultural diversity within the school and value the children's geographical and cultural experiences as a teaching aid, without discrimination. We will encourage and invite parents to support us in helping the children to develop an informed and balanced world view built on recognition and understanding of similarities and differences and mutual respect.

## **RESOURCES**

Access to high quality resources can contribute to a positive learning experience and good classroom organisation. As part of their geographical work, all pupils will have opportunities to use ICT including Digimaps and a variety of data, such as maps, statistics and graphs where this serves to enhance their learning. They will also have opportunities to use globes (with reference to global changes), maps, atlases, pictures, photographs, aerial photographs, compasses, measuring equipment, cameras, books and games.

Children will be offered opportunities to experience visitors, visits and trips and explore the school nature reserve.

A full inventory of resources is held by the Geography Subject Leader.

## **THE ROLE OF SUBJECT LEADER**



The curriculum team is responsible for writing an annual action plan, managing the resource budget, maintaining an overview of planning and the curriculum map. Resources will be up-dated in line with priorities identified in the School Improvement Plan and within the Geography budget. The curriculum team will:

- Undertake monitoring of standards in geography and use this to inform the geography action plan.
- Provide leadership and management of their subject to secure high quality teaching and learning.
- Play a key role in motivating, supporting and modelling good practice for all staff.
- Take a lead in policy development and review.
- Liaise with outside agencies and attend subject specific courses.
- Report to the SLT and/or the Governing Body on geography-related issues.

## **MONITORING AND EVALUATION**

Monitoring and evaluation is undertaken by different individuals in order to enhance the teaching and learning of geography in our school. Monitoring will be carried out by the Subject Leader, SLT, Governors and external Inspectors and may be through a range of methods including:

- Planning analysis, staff discussion and feedback
- Book scrutinies, moderation and feedback
- Evaluation of end of year outcomes and pupil achievement

## **HEALTH AND SAFETY**

Before any field study, off-site visit, practical activity using equipment is undertaken, an appropriate risk assessment will be carried out and submitted in accordance with the school's and Education Authority's guidelines.