

Swineshead St Mary's CE Primary School Geography Policy

Policy name	Geography Policy
Member of Staff Responsible	Subject leader & SLT
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This policy has been adopted by the Governors/Directors in consultation with the subject leader and teaching staff. This policy should be read in conjunction with other policies in school including: Teaching and Learning, Assessment, Marking and Feedback and other curriculum policies.

The Context

Swineshead St Mary's Church of England Primary School is a slightly larger than average rural school for children in the age range 4 to 11.

Introduction

The purpose of this document is to set out the aims, objectives and implementation of Geography throughout the school. Geography teaches an understanding of places and environments. Through their work in geography, children learn about their local area, and they compare their life in this area with that in other regions in the United Kingdom and in the rest of the world. They learn how to draw and interpret maps, and they develop the skills of research, investigation, analysis and problem-solving. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures. Geography teaching also motivates children to find out about the physical world, and enables them to recognise the importance of sustainable development for the future of mankind. Through the study of geography, we ensure our children gain knowledge and understanding of places in the world; 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; allow children to learn graphic skills, including how to use, draw and interpret maps; enable children to know and understand environmental problems at a local, regional and global level; encourage in children a commitment to sustainable development, and an appreciation of what 'global citizenship' means; develop in children a variety of other skills, including those of enquiry, problem solving, computing, investigation, and that of presenting their conclusions in the most appropriate way.

Intent

Our Geography curriculum links closely with our school vision and values. The federation has a clear Christian vision, which is rooted in our statement: Two travellers are transformed and enriched by sharing their journey with a guide. We view our work to be similar in making a difference to future lives. We travel together on our journey of transformation and commit our school to always being supportive, enriching and challenging.

The aim of our Geography curriculum is to prepare the children for the future, both in education and in life. Our curriculum has deep and broad coverage and content and is brought to life through rich and vibrant cultural experiences – the cultural capital.

The ambitions for our curriculum:

High aspirations permeate across the school

The school offers a host of cultural experiences and enrichment opportunities

Our pupils develop a love of life-long reading

British Values are an intrinsic part of the school

The aim of our geography curriculum is to deliver a curriculum which is accessible to all and will maximize the outcomes for every child so that they know more, remember more and understand more. As a result of this, they will not only develop skills in, but also beyond, the geography curriculum.

Develop increasingly critical and analytical thinkers

Increase their understanding of their place in the world

Develop and use skills of enquiry, analysis, interpretation and evaluation

Develop an interest in the wider world around them

Develop a sense of identity through learning about how they can impact on the wider world.

To develop a love of reading through the use of geography based fiction and non fiction sources, an understanding of British values of respect and tolerance of others and a sense of cultural capital which places their geographical knowledge in context.

Teaching and Learning

The Geography curriculum at Swineshead St Mary's covers not only the statutory elements of the National curriculum but also units which allow the children to compare and contrast their lives with other local, national and international areas.

Our curriculum planning is in three phases (long-term, medium-term and short-term).

Our long-term planning maps the geography units studied in each term during each key stage. The subject leader devises this plan in conjunction with teaching colleagues in each year group. In some cases, we link the geographical study with work in other subject areas, especially at Key Stage 1

Our medium-term plans give details of each unit of work for each term. Each class teacher is responsible for writing the short term plans for each lesson. These plans list the specific learning objectives and expected outcomes of each lesson. The subject leader reviews these plans. In this way we ensure that children have complete coverage of the National Curriculum.

We plan the topics in geography so that they build on prior learning. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the scheme of work, we offer them an increasing challenge as they move up the school.

Please refer to the medium term and long-term curriculum maps for further details.

Geography Curriculum Early Years Foundation Stage

The Early Years Foundation Stage curriculum is based on seven areas of learning aiming to promote all aspects of a child's development. In EYFS, Geography will be taught throughout the areas of learning but specific to the people, cultures and communities strand within the Understanding of the World area. The EYFS curriculum starts from birth and children progress through each stage of development aiming to achieve the Early Learning Goals by the end of their Reception year. EYFS lessons provide an early introduction to the key geographical themes of locational and place knowledge, process and patterns, geographical vocabulary and fieldwork skills, based around hands-on real life experiences.

Implementation

We ensure that sufficient, dedicated time is given to teaching and learning Geography. There is a two-year rolling programme. The curriculum is carefully structured and

sequenced to ensure coverage and progression as the children move through the school. The curriculum is broken down into substantive knowledge building blocks and the knowledge is sequenced and then built upon over time: what has been taught before and what the pupils' need to know to reach their end point - spiral progression.

Our Geography curriculum uses an enquiry-based approach. Each area of study has its own enquiry-led questions and the key vocabulary, which challenges our pupils', broadens their horizons and makes them more culturally aware. The enquiry questions and the key vocabulary are implemented in our knowledge organisers and brought to life on working walls and within the learning objectives for the lesson.

We have identified the disciplinary knowledge that we will implement to enable our pupils to become successful geographers. This is set out in more detail in our termly plans.

Investigation;

Expression;

Interpretation;

Reflection;

Commitment;

Empathy;

Application;

Discernment;

Analysis;

Synthesis

Evaluation

The disciplinary knowledge required to be a good geographer:

INVESTIGATION – in geography this includes:

asking relevant questions;

using a variety of sources to find out about events, people, processes and changes

carrying out fieldwork and observational skills to develop a greater place knowledge

EXPRESSION – in geography this includes:

the ability to recall, select and organise information

the ability to use key geographical vocabulary, data to describe and explain different aspects of human and physical geography

INTERPRETATION – in geography this includes:

the ability to draw meaning from maps, atlases, globes, and data collected through fieldwork;

the ability to suggest meanings and draw conclusions from what they see

APPLICATION – in geography this includes:

making the association between aspects of life in different countries,

considering the impact of human activities on the environment

learning both about and also from geography

DISCERNMENT – in geography this includes:

explaining the importance of significant geographical events (earthquakes, erosion studies) ;

developing insight into people, motives, actions and consequences;

seeing clearly for themselves how individuals might learn from the study of geographical issues.

ANALYSIS – in geography this includes:

distinguishing between opinion, belief and fact;

using data to draw conclusions or suggest hypotheses

distinguishing between the features of both human and physical geography nationally and internationally by comparing and contrasting locations

SYNTHESIS – in geography this includes:

understanding the interdependence of both human and physical aspects of the world

connecting different aspects of life for people across different locations.

EVALUATION – in geography this includes:

the ability to evaluate an event or process of significance with reference to evidence and argument;

weighing up the respective evidence available and reach conclusions

Processes for Effective Learning in Geography

1. Identify questions

These covers identifying questions and defining enquiries, using a range of methods, media and sources. It includes the skill of investigation.

2. Plan and carry out enquiries

This includes carrying out and developing enquiries by gathering, comparing, interpreting and analysing a range of information, ideas and viewpoints.

3. Present and explain findings

This involves expressing and explaining ideas and feelings, suggesting interpretations of findings and analysing the range of information.

4. Empathise and reflect

This involves using empathy, critical thought and reflection to consider their learning and how they feel about it.

5. Evaluate

This involves evaluating their learning and considering how it might apply to their own lives.

The Implementation of Geography at Swineshead St Mary's

Knowledge Organisers: Children have access to key knowledge, language and meanings to understand Geography and to use these skills across the curriculum.

Working Walls: Geography Working Walls throughout school focus on key knowledge,

vocabulary and questions and exemplify the terminology used throughout the teaching of Geography.

Subject specific vocabulary: Identified through knowledge organisers and working walls and highlighted to the children at the beginning of and during lessons.

EYFS: Reception children are given a secure grounding in the Prime Areas of learning, ensuring they have a good foundation on which to build through the specific areas, including understanding the World. Areas of provision are enhanced to ensure vocabulary understanding and extension, and develop understanding of the world around them

Books: Children will have access to a growing variety of subject specific fiction and non-fiction books, available in Geography lessons, other lessons and in the class book area. Wherever possible, text-based writing will link to the Geography being taught.

Use of artefacts: Where possible we use artefacts for children to explore and investigate. We believe that handling real objects enhanced the children's geographical knowledge,

Coherent teaching sequence: Geography lessons will include a range of learning opportunities including putting the learning in the big picture, placing of the Geography being studied in the context of previous learning, a brief review of learning covered in previous lesson/s, specifying key vocabulary to be used and its meaning, conducting geographical enquiry using a variety of sources and / or artefacts, pupils interpreting their findings and communicating their geographical knowledge and understanding appropriately, before evaluating their learning and comparing with other geographical topics studied as appropriate.

Learning environment: The learning environment is designed to ensure children develop their Geography knowledge and continue to know more and remember more. Working walls are key drivers to this, with teachers referring to them during lessons

Research: Children will be asked to research geographical aspects of their learning independently. This allows the children to have ownership over their curriculum and lead their own learning in Geography.

Basic skills -English, Maths and ICT skills are taught during discrete lessons but are revisited in Geography so children can apply and embed the skills they have learnt in a purposeful context. The expectation is that standards in writing in Geography are comparable with standards in English lessons

Cultural Capital - We plan visits, visitors and in-school WOW days to provide first-hand experiences for the children to support and develop their learning.

Equal Opportunities

The teaching of Geography follows the school's policy on SEND and differentiation and aims to provide all children with equal opportunities. The Governing Body ensures that the school does not discriminate against any pupil on the ground of disability, sex or race in deciding

admissions, providing the curriculum, teaching and guidance; in applying standards of behaviour, dress and appearance; and in the allocation of resources and other benefits and facilities which the school provides. The school prides itself on its ability to welcome and involve children of all abilities, backgrounds and heritage. Children are recognised as individuals and both supported and challenged at their own level of development. Our main principal aim is that all children achieve the best that they can be, in all aspects of their development, during their time within the Federation.

Role of the Geography Coordinator

Endeavour to promote a dynamic approach to the development of Geography ensuring that Geography has a high profile.

To evaluate the standards of Geography teaching through the analysis of Geography assessment data, book looks and Geography learning journeys.

To update the Geography curriculum and oversee its implementation by other staff.

Keep up to date with developments in Geography through reading and membership of the Geographical Association.

Report back on training attended.

Advise and support staff with the teaching and learning of Geography

Be responsible for overall auditing and upkeep of all school Geography resources and facilities. To organise any budgets made available from various funds and to ensure money is used to its best advantage.

Regularly review and update the school policy statement and guidelines as required.

Support staff in sourcing and planning fieldwork activities

To work closely with the lead governor for Geography.