ALDERMAN RICHARD HALLAM PRIMARY SCHOOL

Geography Policy

Policy Reviewed: September 2026

'Educating a community of life-long learners'

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Geography Policy

Introduction

Our school vision: Pupils will leave A.R.H. as happy, healthy and inspired young people who can confidently participate in the world as resilient, articulate citizens who have a life-long love of learning and discovery.

Our curriculum: Our curriculum is the vehicle to empower pupils with knowledge and skills. We strive to immerse young people in their topics which are designed to engage, provide real life links and progress all pupils' understanding.

'A.R.H. - Educating a community of life-long learners'.

Geography raises and answers questions about the natural and human worlds. It develops knowledge of places and environments throughout the world, an understanding of maps and a range of investigative and problem solving skills to be applied both inside and outside the classroom. Geography provides a focus within the curriculum for understanding and resolving the issues concerning the environment and sustainable development. Geography allows pupils to encounter different societies and cultures leading them to realise how nations rely on each other. Geography can encourage pupils to think about their own place in the world, their values, and their rights and responsibilities to other people and the environment.

Aims

The aim of this policy is for Geography to be taught consistently at a high standard so that the outcomes are:

- To create an effective learning environment for children to gain knowledge, skills and understanding in Geography.
- To provide learning opportunities that enthuse, engage, and motivate children to learn and foster a sense of curiosity and wonder in Geography.
- To stimulate children's interest in their surroundings and develop a knowledge and understanding of the physical and human processes which shape places.
- To develop children's map reading skills, including how to use, draw and interpret maps of different scales.
- To provide opportunities for effective geographical enquiry through fieldwork projects;
- To expand children's geographical vocabulary.
- To provide an inclusive curriculum for all pupils, with equal opportunities whatever their race, gender or disability.
- To ensure continuity and progression in children's learning.

Teaching of Geography

Our school policy is developed in accordance with the National Curriculum for Geography and Foundation Stage Curriculum for Understanding of the World. Children are taught Geography through exciting, engaging and practical lessons. Through the use of the Geography Progression Document, it is ensured that all areas of the Geography National Curriculum are progressively covered during the children's time at the school.

Through the use of the Geography Progression Document, knowledge and skills to be taught have been split across different year groups. Each topic in which children will be taught has clear lesson focuses, each with a key question and skills and knowledge that will allow children to be able to answer the question by the end of the lesson. The document also shows the progression of vocabulary to be used. Year groups will be able to update this document to show when different skills and knowledge have been taught and the Geography Coordinators will liaise with year group leaders to monitor how the progression works and if anything can be improved.

It is always advisable to base learning on first-hand experience and teachers are encouraged to focus attention on the opportunities available in the local area. This will necessitate the exploration of the world beyond the classroom. We have a key fieldwork enquiry focus for each year group which enables our children to learn about what happens outside of the classroom through observing, describing, analysing and evaluating e.g. seaside visit, local river study. All teachers are encouraged to organise visits that will enable pupils to extend their knowledge of the world around them e.g. local walks and visits. We also have a Map Skills focus week where children have the opportunity to read, draw and interpret maps as well as conducting orienteering activities.

The National Curriculum for Geography aims to ensure that all pupils:

- Develop contextual knowledge of the location of places, seas and oceans, including their defining physical and human characteristics.
- Understand 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.
- Are competent in the 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 and writing at length.

Subject content

Early Years

Within the Early Years Foundation Stage, Geography is included as part of Understanding the World. The children learn to investigate similarities and differences, the local environment and cultures and beliefs, fostering the skills essential to developing Geography understanding.

This is set out in the Early Year's Curriculum as children needing to:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction and maps.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

Key stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Key stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's

most significant human and physical features. They should develop their use of geographical tools and skills to enhance their locational and place knowledge.

Organisation & Delivery

A variety of methods are to be employed in the teaching of Geography, which will afford pupils access to a range of resources and ensure that they are encouraged to develop their potential to the full. Teachers are expected to utilise many differing techniques and approaches to ensure that the Geography Curriculum is constantly made interesting, interactive and alive. These may include:

- Knowledge given by the teacher.
- Use of the local environments for fieldwork
- Creative activities - building models, showing routes
- Individual and group enquiry, especially where resources are limited
- Use of video and films
- Visits to places of relevance to the topic, e.g. farm, shops, river etc.
- Use of I.C.T – simulations, the Internet, digital mapping , VR and other virtual technologies
- Use of relevant books, leaflets, maps, postcards, atlases etc.
- Role play and drama to create empathy and understanding
- Photographs and satellite images.

Responsibilities and Roles

The Headteacher and Governing Body have overall responsibility for Geography, supported by the Geography Coordinators. The Geography Coordinators are responsible for overseeing the delivery of the Geography Curriculum through:

- Liaising with year group leaders.
- Liaising with creative curriculum team.
- Monitoring planning to ensure curriculum coverage.
- Carrying out book scrutinies alongside planning to ensure cross-curricular links are optimised.
- Observing learning and teaching to ensure progress is being made within topics.
- Regular reviews of the curriculum through staff and pupil questionnaires and open dialogue.
- Speaking with the pupils about their learning.
- Subject leaders are responsible for progression and assessment within their subject area.
- Ensuring the curriculum is progressive and assessment is used accurately to inform the next teaching phase.
- Supporting and assisting with the planning and teaching of Geography.
- Monitoring and providing Geography resources within school.
- Updating staff on initiatives and changes to the Geography curriculum.

All teaching staff are responsible for:

- Planning and delivering the curriculum on a day-to-day basis and for making cross-curricular links where appropriate. Teachers are to record their planning on flipcharts stating clearly the lesson objectives and the skills that are to be taught. Teachers should refer to the Geography progression document when planning lessons and ensure that suitable skills and vocabulary are being taught.
- Making amendments to planning in order to optimise learning opportunities when they arise.
- Ensuring that through the use of adaptive teaching methods, all pupils make good progress and can access learning opportunities.
- Using the local area and outdoor learning as much as possible.
- Ensuring the curriculum is taught in an engaging manner which is in-line with the school ethos.

Planning

We ensure that all objectives in the National Curriculum are covered through Geography. Our planning process for Geography is:

- Long term plans for the year; these are the topics that will be taught throughout the year. They give a number of weeks for the duration of the theme.
- Medium term plans for each topic hold the relevant learning and National Curriculum objectives. These highlight the activities to be covered and are assessed at the end of each topic. Teachers use the National Curriculum objectives and discuss how they will translate these into meaningful activities for the children. The National Curriculum objectives have been broken down further onto Progression Documents and this is where year groups take the objectives from and record when they have been taught. This is planned on our Routeway format. Using the Routeway, teachers then consider what will be the best learning sequence for their pupils. This has to incorporate: a formative assessment of children's understanding, how the topic will be introduced (a 'wow' factor, that could be a visit, a trip, a focus day, an activity on 'WonderNoon' or an external visitor), what the learning outcome will be – this could be an artefact, presentation, or experience for example and how the work of pupils is to be recorded in appropriate topic books. Once year groups have decided upon the learning sequence, parents are informed of the upcoming topic through a Parent and Carer Letter. This allows parents and carers to support their children and become involved in their learning.
- Year Groups meet weekly to plan the subsequent week's work from the medium term plan or Routeway. Each weekly plan sets appropriate tasks to ensure all pupils can access the learning with a clear learning outcome. Lessons are engaging and taught using high quality resources. On each weekly plan previous knowledge is referred to, for example as a starter.
- Plans and books are monitored by SMT and the Geography Coordinators during the termly Monitoring Cycle.

Inclusion

It is expected that all children will be given the opportunity to learn in a creative and encouraging learning environment which encompasses a range of learning and teaching styles. All children are entitled to this as part of the school ethos. It is hoped that this approach will motivate and support children's learning at all levels including the Able and Talented, EAL and children identified with a Special Educational Need (SEND). Teachers are encouraged to adapt their teaching so all children can achieve the learning objectives. We will ensure that expectations do not limit pupils' achievements, supporting where there is a need and extending children who need further challenge.

Assessment of Pupil Learning & Progression

Each foundation subject has objectives set out by the National Curriculum. These have been further broken down in our Progression Document. These objectives are assessed throughout the topics primarily using the Learning Objectives.

As each topic is introduced, children will answer some questions relating to their new topic. This will then allow teachers to see which areas children have prior knowledge in and where they have gaps. The questions for this are taken from the Progression Document to ensure accurate pitch. Teachers will be able to use the answers to support their planning. Teachers will be able to assess whether children can answer these questions again after learning has taken place and review the progress that has been made through pupils showcasing their understanding; this can be done in a variety of ways. Through the use of topic questions, teachers will be able to assess how children become more confident in answering this question throughout the topic.

Teachers will record the achievements of pupils using our Arbor Assessment system twice a year. This identifies the end of year expectations for each subject and identifies which pupils achieve, are above or below these expectations. This will provide formative assessment and inform future planning needs. The coordinators will

collect assessment data twice an academic year. This will allow the coordinators to see progress and attainment in Geography across the school. This information will be used to assist teachers to inform future planning.

Monitoring and evaluation

Monitoring and review takes place on a regular basis in accordance with the School Improvement Plan and the Geography Action Plan.
The Geography subject coordinators will monitor and review the effectiveness of the Geography teaching provided throughout the school via:

- Auditing the planning, work completed and books on a regular basis.
- Learning walk observations with feedback given to teachers delivering geography lessons.
- Book audits with feedback given to staff, year group leaders and SLT.
- Pupil conferencing during learning walks.
- Speaking to teachers and year group leader to evaluate the effectiveness of the progression document and evaluate this with their support and feedback.

After the monitoring activities have taken place, the Geography Coordinators review the provision; good practice is shared across the school and appropriate support or training is put into place to support any needs identified. These needs are subject to further monitoring and evaluating activities.

School Closure

In the event of a school closure, teachers will continue to provide planning and engaging learning for pupils using Class Dojo. Through Class Dojo, teachers will convert their lesson flipcharts to make them accessible from home as well as setting work to be completed. Pupils will then follow the lesson and complete the required work and submit this for feedback using their Class Dojo account. Pupils who do not have access to the Internet at home will be provided with high-quality work books to continue their study of the National Curriculum. The Geography Coordinators will be able to monitor the Geography teaching through Class Dojo and will be available to support class teachers as they provide geography learning through Class Dojo.

Upon school reopening following a long-term school closure, year groups will provide a Recovery Curriculum which is tailored to the needs of the pupils in their classes. This will firstly focus on the social, emotional and behavioural needs of the class followed by an assessment of the pupils' academic needs. This will then inform planning so that all pupils can catch up any lost learning. If appropriate, there will be an off topic day where discrete teaching of Geography will be taught.

To be reviewed September 2027