

Cleveland Road Primary School

Geography Policy

Revised Spring Term 2025

Signed _____ Chair of Governors

To be reviewed Spring Term 2026

Cleveland Road Primary School

Geography Policy

Introduction

This policy outlines the teaching, organisation and management of Geography teaching and learning at Cleveland Road Primary School. Geography is the study of the physical features of the earth and its atmosphere, and of human activity as it affects and is affected by these, including the distribution of populations and resources and political and economic activities.

The policy has been drawn up by the Geography subject leader, in consultation with members of the school's teaching staff, and has the full agreement of the Governing Body. The implementation of this policy is the responsibility of all teaching staff, under the direction of their year group leaders. The responsibility for monitoring and reviewing Geography teaching and learning rests with the ULT and the Geography subject leader.

Rationale

Geography is a foundation subject in the National Curriculum, which is the study of the dynamic interaction between humans and their environments. The fundamental knowledge, skills, tools and understanding of the subject are set out in the National Curriculum guidelines. It is an enquiry-based subject that will be taught each term in conjunction with other curriculum areas as part of our creative curriculum.

All pupils are entitled to access the Geography curriculum at a level appropriate to their needs arising from race, gender, ability or disability, and all Geography lesson plans will therefore be differentiated to meet the needs of the children in each class. Fieldwork/school visits and workshops will be planned for throughout the children's time at school and where necessary, will be adapted to meet the individual requirements of identified pupils.

INTENT

Through our teaching of Geography, we aim to:

- Develop the children's Geographical knowledge, skills and understanding through enquiry-based learning and outcomes.
- Increase their knowledge and understanding of the changing world in which they live and how physical and human Geography interact.
- Increase their knowledge locally, nationally and internationally enabling them to identify key counties, countries, oceans etc.
- Stimulate pupils' awe, wonder and curiosity about their surroundings.
- Encourage our pupils to ask questions and propose solutions to environmental problems in their immediate and wider environments, thereby fostering a sense of responsibility for the Earth and its resources.
- Link topics the children learn about to wider issues in the world -i.e. sustainability, tourism etc.

IMPLEMENTATION

Curriculum

Details on specific topics each year group will study can be found in the progression map for Geography. Within Early Years, the curriculum is part of the EYFS 'Understanding the World' framework under 'People, Culture and Communities' and 'The Natural World'.

Throughout Key Stage One and Two, the curriculum is further broken down into the following four strands:

- Geography skills and Fieldwork
- Locational Knowledge
- Place Knowledge
- Human and Physical Geography

When Planning Geography we:

- Have clear learning intentions and always explain what we want pupils to know, understand and be able to do through the Geography they are developing.
- Plan collaboratively within the Year Group using a mind map format to decide learning intentions and success criteria, then turn these into medium term plans which detail differentiation, key vocabulary, resources and the lesson sequence.
- Use key questions to direct pupils' thinking / enquiry, including higher order questioning.
- Begin with a 'Big Question' which starts the topic and is linked to the wider world.
- Use a variety of resources and activities to ensure each pupil can learn effectively.
- Use introductory sections, mini plenaries and full plenaries to ensure students fully understand what they are learning, how they learn, how well they are progressing and where their learning will next lead to.
- Use a range of specialist and appropriate Geographical language to support learning.
- Provide opportunities in order to increase knowledge, skills and understanding of digital mapping.

Teaching and Learning

- Teaching and Learning in Geography will take place through the use of a variety of different pedagogical approaches, resources, experiences and take into account all learning styles.
- Areas and aspects of Geography are set out within the progression map for each year group and are based on locality broadening as the children move through the school.
- The work in Geography is a mixture of class teaching, working cooperatively in groups and individual work.
- Groups are usually of mixed ability and are encouraged to communicate their findings in a variety of ways.
- Fieldwork school visits are a meaningful and an integral part of the curriculum for every year group.
- Geographical work is recognised in general displays in classrooms and in the communal areas around the school.

IMPACT

As with all our subject teaching, we do not teach Geography in isolation to other curriculum areas; where possible, we relate the work undertaken to real life situations and we also aim to:

- Improve pupils' skills in English, Maths, Science, History and Computing.
- Develop pupils' thinking skills.
- Create a sense of 'awe and wonder' at the world they live in.
- Promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues.
- Develop pupils as active and responsible citizens within their own and wider communities.

Assessment

- Each unit of work will culminate in a clear end point, whereby children's skills within the topic will be assessed.
- Teachers will refer to previous year groups books in order to plan a sequence of lessons which challenges the children and draws on what they have already been taught.
- Teachers will use 'Mind maps' in order to assess what children have already learnt and add to this throughout their learning sequence.
- Children will be assessed on the progression of their Geographical skills and understanding all the way through to Year 6.
- Progression documents, will be used to support the children's assessment throughout the time at Cleveland Road Primary School, which will allow teachers to identify any areas of particular strength or development areas throughout the child's learning journey.
- Assessments of children's progression in geographical skills, knowledge and understanding will be recorded on Target Tracker.

The Geography subject leader will:

- Support colleagues in teaching the subject content and developing the detail within each topic.
- Audit, renew and update resources needed to deliver the Geography curriculum, within budget restraints.
- Work alongside the ULT to observe current practice and scrutinise Geography work, providing feedback to colleagues.
- Work alongside the ULT to develop assessment and record keeping to ensure progression and continuity.
- Keep abreast of developments in geography curriculum, media usage and where appropriate providing inset to colleagues.

Monitoring and Evaluation

Along with the ULT, the Geography Subject leader will:

- Support teachers via co-planning, team teaching, observing / giving feedback
- Monitor teachers' medium-term planning to ensure it meets the requirements of the National Curriculum and is in line with the current progression map
- Ensure that the curriculum planning provides challenge for all pupils
- Review resource provision
- Work co-operatively with the SENCo to ensure that the Geography curriculum is accessible to all pupils
- Discuss regularly with the ULT and Foundation Subject Governor, the progress made within the Geography curriculum

Resources

Most resources are located together in a large supply of central stock. Each classroom is equipped with a globe, atlas and world map and all classrooms have interactive whiteboards.

The school has an annual subscription to Digimaps, which is used across the school.

A set of atlases are stored in the year group leader's room, with different atlases for upper and lower KS2.

Health and Safety

All off site work will be preceded by a visit from key members of the staff team taking part in the visit, a risk assessment will be completed along with visit planning/costing forms which will be submitted to the EVC.

Equal Opportunities and Special Needs (including More Able)

In line with our *Equal Opportunities Policy* we are committed to providing a teaching environment conducive to learning, where each child is valued, respected and challenged regardless of race, gender, religion, social background, culture or disability. This can be achieved through classroom organisation and careful planning that enables the active participation of all pupils. In all classes there are children of differing ability. Some pupils may need provision to be made for additional support, modified resources or extension tasks. Equal learning opportunities are provided for all children by matching the challenge of the task to the ability of the child. This is done by:

- Setting common tasks that are open-ended and can have a variety of results (targeting More Able children).
- Setting tasks of increasing difficulty where some children are challenged with additional tasks (targeting More Able children).
- Grouping children in mixed ability groups.
- Providing a range of challenges through the provision of different resources.
- Arranging pupils into mixed ability groups with peers supporting SEN and EAL pupils to access tasks.
- Using additional adults to support the work of individual children or small groups, especially SEN and EAL pupils.
- Pre-teaching subject specific vocabulary for EAL children.
- Modifying or providing additional resources that can be used to support a child's access to the curriculum.
- Adult/s to support SEN children with fine motor skill needs.
- Differentiated activities and tasks for SEN/EAL children.

The UNICEF Rights Respecting School Framework

We are proud to be working within the UNICEF Rights Respecting School framework. Ensuring that children understand their rights and responsibilities as per the United Nations Convention of the Rights of the Child is central to our school's ethos. Where learning opportunities and links exist, relevant articles from the United Nations Convention of the Rights of the Child are made explicit through the teaching of the curriculum.

Policy Reviewed: Spring 2025

Date of next review: Spring 2026