

# Geography Policy

Thomas Jolyffe Primary School

To be the best we can be!



**Approved by:** Elizabeth Parry

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**Next review due by:** September 2026

## **Introduction**

This policy outlines the teaching, organisation and management of Geography taught at Thomas Jolyffe Primary School.

The policy has been drawn up as a result of staff discussion and has the full agreement of the Governing Body. The implementation of this policy is the responsibility of all teaching staff. The responsibility for monitoring and review rests with the Geography Lead.

## **Our Aims**

Through our teaching of Geography we aim to:

- Stimulate the children's interest and understanding about the life of people and the places in which they live
- Stimulate pupils' curiosity in their surroundings, as well as in their global community
- Increase children's thirst for knowledge about their changing world - and how to look after it for their future
- Develop the pupils' sense of geographical skills
- Encourage pupils to ask questions about the world in which they live and play their part in, suggesting solutions to global issues, developing a sense of responsibility.
- Know and understand how the British system of democratic government has developed and, in so doing, to contribute to a child's citizenship education
- Understand how Britain is part of a wider European culture
- Help children understand society and their place within it, so that they develop a sense of their cultural heritage.
- Develop children's skills of enquiry, investigation, analysis, evaluation and presentation.

Through the teaching of Geography we can also:

- Improve pupils' skills in English, maths, wellbeing PSHE and ICT
- Develop shared values about the world that we live in and our rights as children and people
- Develop pupils' thinking skills and inquisitive natures
- Promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues
- Promote British Values as an interwoven part of the curriculum
- Develop pupils as active citizens of their community and the globe

## **Entitlement**

Geography is a foundation subject of the National Curriculum. The fundamental knowledge, skills and understanding of the subject are set out in the National Curriculum programmes of study attached to the end of this policy.

All pupils are entitled to access the Geography curriculum at a level appropriate to their needs arising from race, gender, ability or disability. Educational visits or pupil activities will be adapted to meet individual requirements and to ensure that all pupils make progress to enjoy their learning.

## **Equal Opportunities**

In line with our Equal Opportunities Policy we are committed to providing a teaching environment conducive to learning. Each child is valued, respected and challenged regardless of race, gender, religion, social background, culture or disability.

## **Strategies for the teaching of Geography**

Learning and Teaching in Geography will be in line with the school's Quality First Teaching, where provision is made for all learning styles.

1. All of the Geography curriculum is taught using the schools long-term plans which are accessible on Kapow maintained and modified by the Geography lead.
2. The mode of working in Geography is a mix of class teaching, groups and individual work. Groups are usually of mixed ability and pupils are encouraged to communicate their findings in a variety of ways.
3. Geography classwork is recognised in general display, in pupils' books or in communicating the results of enquiry to the whole class. This is often shared on the school app, Class Dojo, as photographs.
4. Knowledge retention is measured by using knowledge organisers in all year groups to outline the key facts taught in each half-termly or termly units of learning. These are shared in class and sent home to support home learning too.

When teaching Geography, we:

- Teach with a thematic approach across school, to knit areas of the curriculum together
- Focus on enabling children to think as geographers
- Place an emphasis on examining and local geographical features
- Where appropriate, children are given the opportunity to visit sites of geographical interest or contrast
- Encourage visitors to come into the school and talk about their experiences of the world we live in
- Focus on helping children understand that geographical events can be interpreted in different ways and that they are encouraged to ask searching questions.
- Always explain what we want pupils to know, understand and be able to do through the geographical skills they are about to use
- Use a key questions to direct pupils' thinking / enquiry
- Enable pupils to ask, and teachers to answer, relevant geographical questions in relation to the topic under study
- Vary the resources and activities to ensure each pupil can learn effectively.
- Use challenge questions to start a lesson and plenaries to ensure students fully understand what they are learning, how they learn and how well they are progressing.

## **Role of the Geography Lead**

The role of the Geography Lead is to:

1. Support colleagues in teaching the subject content and developing the detail within each unit.
2. Renew, update and complement resources needed to deliver the curriculum, within budget restraints, including speaking with children about their learning experiences and how these can be enhanced further.
3. Monitor and audit current practice and provide training and resources where necessary.
4. Develop assessment and record keeping to ensure progression and continuity.
5. Keep up to date with developments in Geography education and media usage.

## **Assessment**

Each unit of work will need to have specific assessments conducted by the class teacher relating to specific historical and geographical skills. We use 'Insight' assessment to record teacher judgements and the Geography Lead measures progress from starting points. These may include written or diagrammatic work and observations noted during discussion, practical work and trips. Reporting to parents occurs annually with a written report in the summer term.

## **Resources**

Most resources are year group focused, with a small supply of central stock. Each year group has a bank of resources stored in the stock cupboard. The resources are labelled in accordance to each topic studied. Teachers are to be encouraged to request any further resources, which they believe would enhance the teaching of Geography for their topic. In addition, all teachers have access to the internet and are encouraged to use websites to assist in the children's learning, some of which are given in medium term plans for teachers to use. Many of our resources are web-based, some of which require a license or annual subscription.

## **Health and Safety**

Teachers are responsible for reading the academies Health and Safety Policy and Educational Visits Policy. All teachers must carry out a risk assessment prior to taking the children off site.

## Monitoring and Evaluation

To monitor and evaluate humanities, the Geography Lead:

- Supports teachers via co-planning, team teaching, observing / giving feedback
- Monitors teachers' planning
- Holds agreement trials to further develop the assessment portfolio
- Reviews resource provision
- Works co-operatively with the Inclusion Team
- Discusses regularly, with the headteacher and (if applicable) the relevant governor, the progress with implementing this policy in the school

## Appendix: Geography National Curriculum

### Purpose of study

A high-quality Geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

### Aims

The national curriculum for Geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places - both terrestrial and marine - including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- 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, numerical and quantitative skills and writing at length.

**Schools are not required by law to teach the example content in [square brackets].**

### *Subject content*

#### 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.

Pupils should be taught to:

#### **Locational knowledge**

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

#### **Place knowledge**

- understand geographical similarities and differences through studying the human and physical Geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

#### **Human and physical Geography**

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to:
  - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
  - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

#### **Geographical skills and fieldwork**

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map

- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the Geography of their school and its grounds and the key human and physical features of its surrounding environment.

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 knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

### **Locational knowledge**

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

### **Place knowledge**

- understand geographical similarities and differences through the study of human and physical Geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

### **Human and physical Geography**

- describe and understand key aspects of:

- physical Geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- human Geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

### **Geographical skills and fieldwork**

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.