



Springcroft Primary School

Geography Policy

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Author/owner: Springcroft Primary School
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Approved	Signature	Date

Our Mission Statement:

The place to learn, the place to succeed, the place to make friends, the place to grow.

Introduction

Geography is the study of diverse places, people, resources and natural and human environments. It explores the relationships between the world and its people. It examines how people affect, manage and sustain their environment.

Through the teaching of geography, we develop children's knowledge of their immediate surroundings, the broader world and how the environment can affect their lives. We hope that children will want to look after the Earth and its resources.

Our aims in teaching geography include the following

- To stimulate the children's interest in and curiosity about their surroundings and foster a sense of wonder about the world.
 - ❑ To develop children's competence in specific geographical skills. through fieldwork, observations and use a range of maps and simple compass directions.
 - ❑ To foster concern about, and active care for, our local and global environment. Building an awareness of their responsibilities as Global Citizens.

The Teaching & Learning of Geography

Each unit of learning at Springcroft is focused around a 'Big Question' which children should be continually drawn back to throughout the unit.

EYFS

Children in The Early Years Foundation Stage are guided to make sense of their physical world and community, increasing their knowledge of the ecologically diverse world with 'Understanding the World' being the key area in the EYFS Framework.

KS1

Children in Key Stage 1 develop their knowledge about the world, the United Kingdom and their locality. They are introduced to subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

KS2

Children in Key Stage 2 extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This includes the location and characteristics of a range of the world's most significant human and physical features. They also develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Our approach to geography

The essential elements describing how geography is taught in our school are described below.

- Geography raises many social and moral questions. We use geography to offer our children opportunities to examine some of the fundamental questions in life. For example, their work on the changing landscape and environmental issues leads children to ask questions about the evolution of the planet. We encourage the children to reflect on the impact of mankind on our world. Through teaching about contrasting localities, we enable the children to learn about inequality and injustice in the world. We help children to develop their knowledge and understanding of different cultures so that they acquire a positive attitude towards others. Geography contributes to the children's appreciation of what is right and wrong by raising many moral questions
- We believe fieldwork is integral to good geography teaching, and we include as many opportunities as we can to involve children in practical geographical research and enquiry. When they are engaged in fieldwork children are expected to behave in a considerate, responsible manner, showing respect for other people and their environment. All school activities will comply with the guidelines in the school Health and Safety Policy.
- We encourage children to ask and answer their own questions as far as is practical.
- We encourage children to risk assess and work in a safe manner.
- We use ICT where appropriate in geography. Children are given the opportunity to practice geography skills and enhance their presentation using carefully chosen software and hardware including mapping, recording equipment and data loggers.
- Other resources include books, wallchart resources, short video sequences and other teaching resources for interactive-whiteboard use.
- The majority of resources for geography are stored in individual classrooms or the Science Cupboard.
- We use cross-curricular links to geography with, for example, science topics-children use their knowledge of states of matter when learning about the water cycle. Children also use maths skills in geography for measures and data handling and their writing skills for reports, and explanations.

Assessment and recording in geography

We use assessment to inform and develop our teaching.

Evidence of geography work will be in books, on displays, in class photographs, on the i-pad, as photographs or films. Evidence will also be gathered on learning walks, through pupil voice discussions, as well as discussions and moderation meetings between teachers.

The Geography Coordinator will monitor evidence and work with class teachers to support effective teaching and learning.

We assess for learning (AfL). Children are involved in the process of self-improvement, recognising their achievements and acknowledging where they could improve. Activities during each topic record achievement and celebrate success.

We mark work with reference to the learning objective, making it clear verbally, or on paper, where the work is good, and how it could be further improved and by asking questions designed to extend and scaffold further learning.

At the end of each unit, children complete an independent activity to respond to the Big Question, for example a report or questionnaire, in order to demonstrate the key knowledge and skills they have learnt throughout the unit.

All year groups will be assessed as to whether they are working at age related standards (ARE), or working towards age related standards (WTS). This teacher assessment is based on assessments made throughout the topics, throughout the year and will be recorded on DCPro at the end of the year.

Reports to parents are made verbally each term, and written once a year, describing each child's attitude to geography, his/her progress in fieldwork skills and understanding of the content of geography.

Equal opportunities in geography

Geography is taught within the guidelines of the school's equal-opportunities policy.

- We ensure that all our children have the opportunity to gain geography knowledge and understanding regardless of gender, race, class, physical or intellectual ability.

Our expectations do not limit children's achievement and assessment does not involve cultural, social, and linguistic or gender bias.

- We aim to clearly promote British Values throughout the Geography Curriculum.
- We aim to teach geography in a broad global and historical context, including the contributions of people of many different backgrounds.
- We draw examples from other cultures, recognising that simple technology may sometimes be preferable to more modern complex solutions.

We recognise the particular importance of first-hand experience for motivating children with learning difficulties and ensure tasks are differentiated to support all learners.

Monitoring and Review

The coordination and planning of the geography curriculum are the responsibility of the subject leader who regularly attends CPD/ training and network meetings, allowing them to keep informed about current developments, and by providing a strategic led and direction for this subject. Subject Monitoring takes place termly when lesson observations and feedback take place, along with pupil voice and the monitoring of children's work.