

# GREAT CHART PRIMARY SCHOOL

## GEOGRAPHY POLICY

September 2025



*A Great Place to Discover and Learn*

### **Vision Statement**

**A respectful community where we thrive and achieve our full potential as confident life long learners**

### **Mission Statement**

**Preparing for life in our ever changing world, by providing opportunities to develop core values and a love of learning**

*Our core value is Respect*

*Our termly values: Team work, Ambition, Responsibility, Resilience, Kindness & Independence*

## **Introduction**

This policy outlines the teaching, organisation and management of geography in the new curriculum (July 2014), taught and learnt at Great Chart Primary School.

The implementation of this policy is the responsibility of all teaching staff. The responsibility for monitoring and review rests with the Geography Coordinator.

## **Entitlement**

Geography is a foundation subject in the National Curriculum. The fundamental knowledge, skills and understanding of the subject are set out in the National Curriculum programmes of study and outlined below.

All pupils are entitled to access the geography curriculum at a level appropriate to their needs arising from race, gender, ability or disability. Fieldwork may have to be adapted to individual requirements.

## **Intent:**

To provide a high-quality education that inspires in pupils a curiosity and fascination about the world and its people. Pupils should leave Great Chart Primary School with a diverse knowledge about the environment in terms of place, people and natural resources. They should also have an awareness of the geographical differences between the physical and political aspects of the planet. As pupils progress, their growing knowledge about the world should help them to understand the impact of human interaction with the environment and of the formation and use of landscapes within it. The knowledge gleaned throughout the key stages, should allow pupils to understand how and why the landscape changes (and has changed) physically and politically over time. There should be an emphasis on sustainability and children should understand how they can play a role in the preservation and conservation of our planet. Children should also develop a skill set that allows them to transfer knowledge from one area of geographical enquiry to another, for example, the ability to read a map using grid referencing.

## **Our Aims**

**Geographical enquiry and skills;**

### **KS1**

1. In undertaking geographical enquiry, pupils should be taught to:
  - a. ask geographical questions [for example, 'What is it like to live in this place?']
  - b. observe and record [for example, identify buildings in the street and complete a chart]
  - c. express their own views about people, places and environments [for example, about litter in the school]
  - d. communicate in different ways [for example, in pictures, speech, writing].

2. In developing geographical skills, pupils should be taught to:

- a. use geographical vocabulary [for example, hill, river, motorway, near, far, north, south]
- b. use fieldwork skills [for example, recording information on a school plan or local area map]
- c. use globes, maps (including digital maps) and plans at a range of scales [for example, following a route on a map]
- d. use secondary sources of information [for example, pictures, photographs, stories, information texts, videos, artefacts]
- e. make maps and plans [for example, a pictorial map of a place in a story].

## **KS2**

1. In undertaking geographical enquiry, pupils should be taught to:

- a. ask geographical questions [for example, 'What is this landscape like?', 'How and why do landscapes change over time?']
- b. collect and record evidence [for example, by carrying out a survey of local amenities and showing them on a graph]
- c. analyse evidence and draw conclusions [for example, by comparing population data for two localities]
- d. identify and explain different views that people, including themselves, hold about topical geographical issues [for example, views about plans to build a hotel in an overseas locality]
- e. communicate in ways appropriate to the task and audience [for example, by writing to a newspaper about a local issue, using email to exchange information about the locality with another school].

2. In developing geographical skills, pupils should be taught:

- a. to use appropriate geographical vocabulary [for example, temperature, transport, industry]
- b. to use appropriate fieldwork techniques [for example, labelled field sketches] and instruments [for example, an OS map, a compass]
- c. to use atlases and globes, and maps (including digital maps) and plans at a range of scales [for example, using contents, keys, grids]
- d. to use secondary sources of information, including aerial photographs [for example, stories, information texts, the internet, satellite images, photographs, videos]
- e. to draw plans and maps at a range of scales [for example, a sketch map of a locality]
- f. to use ICT to help in geographical investigations [for example, creating a data file to analyse fieldwork data]
- g. decision-making skills [for example, deciding what measures are needed to improve safety in a local street].

## **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.

### **Implementation:**

Teaching and Learning in geography will be in line with the school's ***Teaching and Learning Policy***, where provision is made for all learning styles.

1. Geography is part of the creative curriculum and is taught from Year 1 to Year 6 as a distinct subject. In Early Years, children study geography as part of the Understanding the World area of learning in the EYFS framework and it is taught across the curriculum. Clear conceptual threads run through the geography curriculum from Early Years to Year 6 and provide a structure for the teaching and learning. The concepts are proposed by the Geography Coordinator, in liaison with teaching staff and agreed with the Senior Leadership Team.
2. The mode of working in geography is a mix of class teaching, cooperative groups and individual work.
  - a) Groups are often of mixed ability and are encouraged to communicate their findings in a variety of ways.
  - b) Fieldwork, including using the local area, is a purposeful and integral part of the curriculum.
3. Geographical work is recognised in general display or in communicating the results of geographical enquiry to the whole class.
4. Knowledge Organisers are used to enable all learners to access the area of geography being studied and will include key vocabulary, knowledge and required skills in order to attain and retain information.

### **When teaching geography, we will ensure the following strategies are implemented:**

- o Always provide clear explanations about what we want pupils to know, understand and be able to do through the lesson they are about to undertake.
- o Often use a key question to direct pupils' thinking / enquiry.
- o Vary the resources and activities to ensure each pupil can access the learning.
- o Use starters and plenaries to ensure students fully understand what they are learning, how they learn and how well they are progressing.
- o Focus on key memories within the teaching and learning, ensuring pupils are able to retain knowledge and skills learned in previous weeks, terms and years. The ultimate goal is for children to leave Great Chart Primary School armed with a fundamental understanding of the world that will provide a strong basis for their secondary education.

## **Assessment:**

- At the end of each topic pupils will be assessed to see how much they have learned and understood. Assessment may include written or diagrammatic work and observations noted during discussion and fieldwork. A portfolio of work including EYFS and from Y1 to Y6 will show examples of geographical work.
- End of unit assessments will be completed for all children. These will be based on the key memories and criteria specified by teachers, in conjunction with the Geography Coordinator, that demonstrate a pupil's understanding of the topic and the skills and knowledge required to meet the expected outcomes.
- Using the information from unit assessments, an end of year assessment will be completed for each child at the end of the year.

## **The role of the Geography Coordinator 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.
3. Audit current practice.
4. Develop assessment and record keeping to ensure progression and continuity.
5. Keep abreast of developments in geography education and media usage.
6. Monitor geography throughout the school:
  - Evaluating planning
  - Observing teaching and learning
  - Pupil voice
  - Work sampling
  - Moderation

## **Resources**

Most resources are year based with a small supply of central stock found in the resources area. All classrooms have interactive whiteboards with access to internet resources such as Digimaps for Schools and Google Earth. Pupils have access to iPads and chromebooks with which they can examine such resources individually or within groups. All classrooms are equipped with wall maps either of the UK (in Key Stage 1) or the world (in Key Stage 2).

## **Impact:**

- ❖ Pupils will have developed geographical knowledge and skills in line with the National Curriculum and as outlined in the Intent statement.
- ❖ The large majority of children will achieve age related expectations in geography.
- ❖ Pupils will have developed skills in enquiry, analysis, evaluation and argument.
- ❖ Pupils will have acquired an interest in the Earth extending from their local environment and across the world.
- ❖ Children will have a keen awareness of differences between their local environment and those of other towns, places and countries. They will also make cross-curricular, historical links to changes within the environment around the world. Through this, they will establish their own identity associated with place.
- ❖ They will form and evolve their understanding of human (including personal) impacts on the environments in which we live.
- ❖ By the end of Year 6, children should be able to answer the following question: how can you describe the UK's place in the world in terms of location, culture and our impact on the planet?

To ensure that pupils leave Great Chart Primary School with the skills and knowledge outlined in the Intent statement, the Geography Coordinator will evaluate and monitor in the following ways:

## **Monitoring and Evaluation**

- Providing teachers with geographical conceptual threads and a progression of skills to use as a framework for planning and teaching.
- Supporting teachers via co-planning, team teaching, observing / giving feedback as required.
  - Monitoring teachers' medium term planning
  - Continuing to develop the portfolio
  - Reviewing resource provision
  - Working cooperatively with the SENCo as appropriate
  - Observing geography lessons and monitoring work in books and displays
  - Discussing geography with children from different year groups (pupil voice)
  - Discussing regularly with the headteacher and governors the progress with implementing this policy in the school

## **Health and Safety**

This needs to be read alongside our ***Health and Safety Policy*** and ***Off Site Activities Policy***.

***Date of next review: July 2026***