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Geography Policy

October 2025

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Our school curriculum for Geography is designed to help every child 'gain a heart of wisdom' by developing a deep understanding of the world and their place within it. Through Geography, we nurture wisdom by encouraging pupils to explore diverse environments, cultures, and communities, fostering respect, curiosity, and responsible decision-making about our planet.

We Amaze by inspiring awe and wonder at the beauty and complexity of the Earth, promoting kindness through an appreciation of how human actions affect others globally.

We Achieve by equipping children with the knowledge and skills to interpret maps, investigate physical and human processes, and think critically about sustainability in a caring, inclusive setting.

We Aspire by empowering pupils to become informed global citizens who dream big and act wisely, ready to take flight on their journey of endless possibilities.

In Geography, gaining a heart of wisdom means learning to care for creation, value diversity, and make choices that contribute to a better future for all.



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Introduction: This policy reflects the school's values and philosophy to the teaching and learning of Geography. Geography teaching in Harworth Church of England Academy is about developing an understanding of our world, through experience, investigation and learning from secondary sources. Geography helps children to gain a greater understanding of the ways of life and cultures of people in other places. This will help to enable children to take responsibility for their role in society and to develop a caring attitude towards others, animals and plants in our environment. It is reviewed periodically.

Rationale for Geography teaching

Geography is concerned with the study of places, the human and physical processes which shape them and the people who live in them. Children study their local area and contrasting places in the United Kingdom and other parts of the world. The study of the local area forms an important part of the geography taught at our school and activities are planned to build upon the children's knowledge and understanding of the local area.

Aims for the teaching of Geography

Our intention is to provide quality teaching and learning of Geography We aim:

- to develop children's geographical understanding and competence in specific geographical skills;
- to help children acquire and develop the skills and confidence to undertake, investigation, problem solving and decision making;
- to stimulate the children's interest in and curiosity about their surroundings;
- to create and foster a sense of wonder about the world;
- to inspire a sense of responsibility for the environments and people of the world we live in;
- to increase the children's knowledge and awareness of our changing world, so that they will want to look after the Earth and its resources and think about how it can be improved and sustained;



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- to begin to develop respect for, and an interest in, people throughout the world regardless of culture, race and religion;
- to develop a sense of identity by learning about the United Kingdom and its relationship with other countries.

We also endeavour:

- to improve pupils' skills across the curriculum, especially in Literacy, Numeracy and ICT.
- to develop thinking skills
- to develop pupils as active citizens
- to promote awareness and understanding of spiritual and moral issues.

Expectations

During the Foundation Stage, children will work towards the historical aspects of the Early Learning goals for Understanding the World.

By the end of Foundation Stage, most children will be expected to –

- demonstrate an understanding of the world which involves making sense of their physical world and their community. This is done through
 - o talking about past and present events in their own lives and in the lives of family members
 - o Visiting places such as the library or visitor attraction
 - o Listening to a broad selection of stories, non-fiction, rhymes and poems
 - o Talking about the similarities and differences between themselves and others.
 - o Building important knowledge and familiarity with words that support understanding across domains.

By the end of Key Stage 1, most children will be expected to –

- describe the main features of localities and recognise their similarities and differences;



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- recognise where things are and why they are as they are;
- recognise changes in the environment of localities and how people affect the environment;
- find out and express views about people, places and environments by asking and answering questions and by using their own observations and other geographical skills and resources;

By the end of Key Stage 2, most children will be expected to-

- explain the physical and human characteristics of places and their similarities and differences, and know the location of significant places and environments in the UK, Europe and the World;
- explain patterns of physical and human features, and recognise how selected physical and human processes cause changes in the character of places and environments;
- describe how people can damage and improve the environment and recognise how and why people may seek to manage environments sustainably;
- undertake geographical enquiry by asking and responding to questions, identifying and explaining different views and using a range of geographical skills, resources and their own observations.



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Resources

Resources form an important part of curriculum delivery. Access to resources is sometimes a determining factor in classroom organisation. As part of their geographical work, all pupils have opportunities to use ICT and a variety of data, such as maps, statistics and graphs where this serves to enhance their learning.

They also have opportunities to use the following resources: globes, maps, atlases, pictures, photographs, aerial photographs, compasses, measuring equipment, cameras, books and games.

The Role of the Geography Co-ordinator is:

- Taking the lead in the development, evaluation and amendment of schemes of work as and when necessary
- Keeping and reviewing medium-term plans to ensure progress throughout the year groups.
- Ensure class teachers write half termly lesson plans, which list the specific learning intentions and outcomes for each lesson or uses the plan which is provided
- Review individual plans and discuss on an informal basis.
- Acting as a consultant to colleagues on resources, visits, visitors, curriculum changes, classroom teaching and learning ideas
- Monitoring and evaluating pupils' work, pupils' views about the subject, displays and teachers' planning
- Writing School development plan
- Auditing resources and ordering resources when needed
- Keeping up to date with developments in Geography and disseminating information to the rest of the teaching staff
- Leading staff meetings as appropriate
- Attending relevant in-service training and prompting others about relevant training

Recording of Geography

Pupils are encouraged to record their work using a variety of methods and therefore communicate their findings to others. These may include written or verbal reports, charts, collage, models, pictures and role play activities. Examples of children's work will be retained to provide evidence of on-going



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Geography, including photographic evidence of displays, presentations, visiting speakers and geography / local area visits.

Cross Curricular links in Geography

Literacy

Geography contributes significantly to the teaching of Literacy in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that are used in Literacy lessons are historical in nature. Children develop oracy through discussing geographical questions or presenting their findings to the rest of the class. They develop their writing ability by composing reports and letters and through using writing frames.

Numeracy

Geography teaching contributes to the teaching of mathematics in a variety of ways such as interpreting information presented in graphical or diagrammatic form.

Computing

We use computing in Geography teaching where appropriate. Children use computing in Geography to enhance their skills in data handling and in presenting written work, and they research information using the Internet. Each teacher ensures it is used as a teaching tool where appropriate, and provides opportunities for children to also use it.

Personal, Social and Health Education (PSHE)

Geography contributes significantly to the teaching of personal, social, citizenship and health education. Children develop self-confidence by having opportunities to explain their views on a number of social questions such as how society should respond to poverty. They learn how to recognise and challenge stereotypes. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others.

Assessment

- Children's progress should be monitored through observation and by using planning and learning objectives. End of unit quizzes are used to check children's knowledge of the topic. The Geography co-ordinator monitors the effectiveness of the procedures through lesson observations and informal discussion with the class teachers.



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- The Geography Co-ordinator keeps samples of children's work in a portfolio which is used to demonstrate the expected level of achievement in Geography for each year group.

Marking

Feedback to pupils should be provided on their attainment against the objectives of Geography. Pupils are encouraged to improve their own learning performance through the school marking policy.

Monitoring and Evaluation

- Geography will be monitored throughout the school by the Geography Co-ordinator who will be responsible for gathering samples of curriculum work.
- The Geography Co-ordinator will also monitor Geography books and schemes of work to ensure that the Programmes of Study are being effectively taught and match the needs and abilities of the pupils.
- Lessons ideally will also be monitored to help promote quality of learning and standards of achievement in Geography.

Inclusion

Equal Opportunities

- We plan our classroom activities to challenge and involve all pupils appropriately, according to age and capability, ethnic diversity, gender and language background
- We are aware of different learning styles and the need to allow pupils to be able to work in their preferred learning styles for some of the time
- We use materials for teaching which avoid stereo-typing, and bias, towards race, gender, role or disability
- We deal with such issues clearly and sensitively when they arise

When progress falls outside the expected range the child may have special educational needs. Our assessment process looks at a range of factors, classroom organisation, teaching materials, teaching style and differentiation, so that we can take some additional or different action to enable the child to learn more effectively.



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Intervention through a Support Plan (SP) for children with special education needs. The SP may include, as appropriate, specific targets relating to Geography.

Differentiation

At our school we teach geography to all children, whatever their ability. Geography forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our Geography teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. We use a range of strategies to support pupils. A few of these, particularly relevant to Geography are:

- The use of appropriate vocabulary at varying levels of difficulty during lessons
- Modified text passages as expected in other curriculum areas
- Different levels of written or oral questions for pupils investigating photographic or other visual material
- Careful use of support for pupils with English as an additional language

For our gifted and talented pupils, we will expect:

- Teachers to provide teaching and learning experiences that encourage pupils to think creatively, explore and develop ideas, and try different approaches. Pupils should be encouraged to set their own questions, offer ideas, suggest solutions or explanations, and reflect on what they have heard, seen or done in order to clarify their thoughts.
- Greater independence in working, e.g. a pupil to be able to carry out their own simple geographical enquiry.
- Provide real-life research and presentation opportunities, for example carrying out interviews with local people and collating the results.
- Avoid giving gifted pupils additional writing tasks and encourage them instead to communicate their understanding in a variety of ways, giving



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them responsibility for choosing and evaluating the most appropriate method.

- Provide opportunities within Geography for pupils to develop their skills in other areas, such as intrapersonal skills (for example, opportunities to use initiative), and interpersonal skills (for example, leadership and group membership). These opportunities also relate to the key skills of working with others and improving own learning and performance.

Monitoring and review

The co-ordination and planning of the Geography curriculum are the responsibility of the co-ordinator, who also:

- Supports colleagues in their teaching, by keeping them informed about developments in the delivering of languages and by providing a strategic lead and direction for this subject;
- Gives the Head Teacher an annual summary report in which an evaluation of the strengths and weaknesses in Geography and indicates further improvement;
- Uses specially allocated regular management time to review evidence of the pupils' work and to observe Geography lessons across the school.

This policy will be reviewed at least every two years.