

Stocks Lane Primary School

Geography Policy



Reviewed May 2025

Renewal date May 2027

Rational

At Stocks Lane Primary School, Geography is a practical and engaging subject which helps our pupils to develop respect for themselves, others and the environment and develop enquiring minds. Through our creatively planned study of both human and physical geography, our pupils are able to access practical activities that are relevant to their own needs and experiences and gain awareness of the wider world.

Intent

Through our teaching of Geography at Stocks Lane Primary School, we intend to enable pupils to:

- Develop their geographical understanding and competence in specific geographical skills;
- Acquire and develop the skills and confidence to undertake investigation, problem solving and decision making;
- Stimulate their interest in and curiosity about their surroundings;
- Create and foster a sense of wonder about the world;
- Inspire a sense of responsibility for the environments and people of the world we live in;
- Increase their 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;
- Begin to develop respect for, and an interest in, people throughout the world regardless of culture, race and religion;
- Develop a sense of identity by learning about the United Kingdom and its relationship with other countries.

Implementation Throughout School

Teaching and Learning

Children are taught in class groups for Geography and classroom organisation depends on the needs and abilities of the pupils and also on the aims of the lesson. In planning geography work, teachers are mindful of the ways in which pupils learn. The teaching of Geography reflects different teaching and learning styles to ensure full inclusion such as whole-class lessons, group, paired and individual work, which can be combined with enquiry-based research activities.

Throughout school the Geography curriculum focuses on transferrable key skills, which provide children with an ability to gain knowledge and understanding of the subjects covered in a way that encourages independence, curiosity and interest. These key skills are: Investigation, analysis, communication, considering and responding.

Each Key Stage also has its own specific areas of focus.

Early Years Foundation Stage

We teach Geography in Reception class as an integral part of the Understanding the World The Natural World work covered during the year. As the Reception class is part of the Early Years Foundation Stage of the National Curriculum we relate the Geography side of the children's work to

the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five.

Geography makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world through activities such as learning about different people's cultures, comparing similarities and differences between places and using texts to understand the world through different settings.

Geographical vocabulary is also introduced and developed to enable children to discuss their ideas fully.

Key Stage One

In Key Stage 1, Geography is taught in a range of discreet lessons and as part of cross-curricular learning with a focus on:

Locational Knowledge

- Naming and locating the world's seven continents and five oceans.
- Naming, locating and identifying characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

Place Knowledge

- Understanding 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

- Identifying 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.
- Using basic geographical vocabulary to refer to key physical and human features.

Geographical Skills and Fieldwork

- Using world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this stage.
- Using simple compass directions and locational and directional language to describe location of features and routes on maps.
- Using aerial photographs and plan perspectives to recognise landmarks and basic human and physical features: devise simple map: and use and construct basic symbols in a key.
- Using 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 Two

In Key Stage 2, Geography is taught in a range of discreet lessons and as part of cross-curricular learning with a focus on:

Locational knowledge

- Locating 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 features and human characteristics, countries and major cities.
- Naming and locating countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land use patterns: and understand how some of these aspects have changed over time.
- Identifying 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.

Place Knowledge

- Understanding 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

Describing and understanding key aspects of:

- Physical geography including climates 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 & Fieldwork

- Using maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Using the eight points of a compass, four and six figure grid references, symbols and keys (including the use of OS maps) to build their knowledge of the United Kingdom and the wider world.
- Using 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.

Planning

We carry out curriculum planning in Geography in three phases (long-term, medium-term and short-term). The long-term plan maps the Geography topics studied in each half term throughout each year group; the Geography subject leader works this out in conjunction with teaching colleagues in each year group and the children study geography topics in conjunction with other subjects, especially at Key Stage 1. Some topics have a particular geographical focus and in Key Stage 2 we place an increasing emphasis on independent geographical study. We teach the knowledge, skills and understanding set out in the National Curriculum through the corresponding programme of study.

We also use Topic Webs as the basis for our medium-term plans, the Geography subject teacher keeps and reviews these plans on a regular basis. Teachers develop their own medium-term plans, often as part of a cross curricular topic.

The class teacher writes short-term plans for each lesson and these plans list the specific learning objectives of each lesson. The class teacher keeps these individual plans.

Marking and Feedback

Adults at Stocks Lane assess children's work in Geography by making informal judgements as they observe them during each Geography lesson. Verbal and written feedback is often given "on the spot", with a focus on addressing misconceptions, moving learning forward and providing appropriate challenge.

On completion of a piece of work the teacher marks the work in green pen following the school's Marking and Feedback Policy and comments as necessary. Pupils are then given the chance to respond to feedback, address any misconceptions, edit and improve work and respond to challenges in red pen.

Assessment

Assessment is an integral part of teaching and learning. Its purpose is to highlight success and achievement, as well as identifying areas that need further support measured against the National Curriculum (2014) Age Related Expectations (ARE).

We assess children's prior knowledge through questioning and discussion at the start of each topic and lesson.

Formative assessment is carried out informally on a day-to-day basis using marking and feedback during and after every lesson, questioning and peer and self-evaluations. We analyse pupils' retention of key facts and vocabulary through the use of Maximising Memory techniques at the start of each lesson. This information will then be used to inform future planning.

Summative assessment is undertaken in line with the assessment cycle (See Assessment Policy) and teachers complete the school's data tracking system following each assessment point. Summative assessment reviews the pupils' capability and provides a best fit level. Use of independent open-ended tasks, provide opportunities for pupils to demonstrate capability in relation to the term's work. There should be an opportunity for pupil review and identification of next steps. Summative assessment is recorded for all pupils showing whether the pupils have met, exceeded or not achieved the learning objectives.

Pupil progress is tracked throughout the year and reported to parents during regular parent's evenings and in the end of year report.

Role of Subject Leader

It is the role of the subject lead to oversee the teaching and learning of Geography across the school. This includes a range of responsibilities such as:

- Undertaking the monitoring of standards in Geography and use this to inform the Geography action plan.
- Providing leadership and management of their subject to secure high-quality teaching and Learning.

- Playing a key role in motivating, supporting and modelling good practice for all staff.
- Taking a lead in policy development and review.
- Liaising with outside agencies and attend subject specific courses.
- Reporting to the Head teacher and Governing Body on geography-related issues.
- Planning and organising the allocation and purchase of resources in accordance with available budget.

Inclusion

At Stocks Lane Primary School, we teach Geography to all children whatever their ability. Geography forms part of the school’s curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities matched to the needs of children with learning difficulties and we consider the targets set for individual children in their IEPs. Teachers take account of the three principles of inclusion that are set out in the National Curriculum:

- Setting suitable learning challenges.
- Responding to the diverse learning needs of pupils.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Equal Opportunities

It is the responsibility of all teachers at Stocks Lane Primary School to ensure that children irrespective of ability, race, gender, age, faith, sexual orientation, and disability are given full access to the Geography curriculum and make the greatest possible progress in accordance with recent legislation. Please refer to the schools Equal Opportunities Policy.

Policy Review

This policy was written by the Geography subject leader following discussions with the teaching and support staff at Stocks Lane Primary School.

Policy Updated March 2025

The policy will be reviewed again in March 2027.

Signed Chair of Governors.....Date.....

Signed Headteacher.....Date.....