

# Lowerhouses CE Primary School



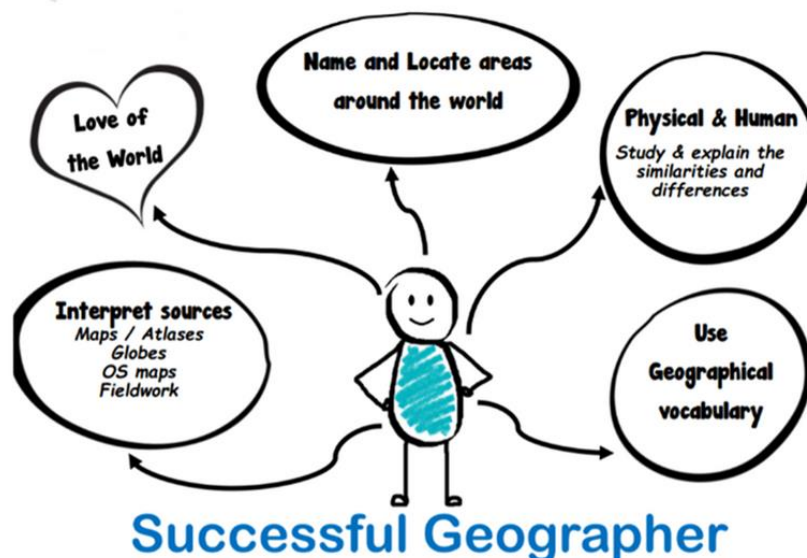
## **Geography Policy**

*Working and achieving together to enrich lives and nurture bright futures*

APPROVED – March 2025  
REVIEW – March 2030  
PERSON RESPONSIBLE – Geog lead

## **Introduction**

At Lowerhouses School, we are committed to providing all children with rich learning opportunities to engage in geography. Through a positive caring environment, we provide the opportunity for every child to reach their full potential in the subject. We embrace Christian values and encourage pupils in becoming conscientious members of the community. This policy identifies a framework within which all staff can work, and gives guidance on planning, teaching and assessment. Geography is an essential part of the National Curriculum and should be a high-quality education which inspires pupils to have a curiosity about the world and its people. Teaching geography should equip pupils with knowledge about diverse places, people and environments including the natural and physical world. Pupils should be given the opportunities to develop their geographical skills and become competent learners.



## **Intent**

At Lowerhouses, we strive to provide all children with a high-quality Geography education to inspire a curiosity and fascination about the world. Children will leave Lowerhouses with knowledge about diverse places, people and Geographical environments. Children will know the location of major countries and cities around the world and consider what life might be like there. Knowledge gained through the Geography curriculum will instil a sense of awe and wonder and will equip children with the necessary skills to become well-rounded citizens

## **Implementation**

Topic areas are taught in half termly blocks where children learn about local, national and global knowledge. Through an enquiry-based approach, young geographers are encouraged to think critically and ask questions to gain human and physical understanding. Geographical skills include map reading and, through fieldwork, presenting and analysing data. Key vocabulary and classroom prompts are displayed to support long term knowledge and development.

## **Early Years (Nursery and Reception)**

Geography is taught in our Early Years unit as an integral part of the topic work covered during the year. We relate the geographical aspects of the children's work to the objectives set out in the Early Years curriculum which underpin the 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 finding out about different places and habitats and investigating our locality.

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### **Key Stage 1 (Year 1 and 2)**

During Key Stage 1, pupils investigate their local area and a contrasting area in the United Kingdom or abroad, finding out about the environment in both areas and the people who live there. They also begin to learn about the wider world. They carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions about people, places and environments, and use geographical skills and resources, such as maps, compass directions and photographs.

### **Key Stage 2 (Years 3,4,5 and 6)**

During Key Stage 2, pupils investigate a variety of people, places and environments in the United Kingdom and abroad, and start to make links between different places in the world. They find out how people affect the environment and how they are affected by it. Pupils carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions, and use geographical skills and resources, such as maps, atlases, aerial photographs and ICT. Children will develop geographical enquiry skills, including asking geographical questions, collecting and recording information and identifying different views. They will acquire the appropriate practical skills associated with Geography, including using suitable vocabulary, fieldwork techniques and maps, plans and atlases.

### **Impact**

The impact of our Geography curriculum is measured in a variety of ways: questioning during lesson time, marking children's written work, listening to child-led discussion, interviewing pupils across the school about their learning, book trawls and using images/videos of children's practical learning.

### **By end of the Geography curriculum, our children will:**

- Have a growing knowledge of the world and their place in it.
- Have a wider vocabulary of geographical terms.
- Aspire to discover more about the world, through reading, travel or the media.
- Have a deeper understanding of how Climate Change has an impact on our world and the strategies we can put in place to live sustainably and prevent further damage.
- Know that they can use their voice to express themselves and their opinions.
- Develop their geographical skills, such as, evaluation, creativity, problem solving and enquiry

### **Equal Opportunities**

No child at Lowerhouses School is excluded from Geography. All children should have the opportunity to reach their full potential, regardless of their race, gender, cultural background or physical ability and will work at a level appropriate to their ability.

### **SEND**

The geography curriculum should fulfil the needs of all pupils. When planning work for children with special educational needs, due regard is given to the information and targets contained in the children's

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Individual Provision Maps. We have high expectations of all of our children, and ensure that learners have high expectations of themselves.

Children whose needs are greater than the majority, will be able to access the Geography National Curriculum through the use of differentiated tasks and activities that will extend and challenge the least and most able, enabling them to progress at the appropriate level for their ability.

### **Role of the Subject Leader**

The appointed subject leader is responsible for its intent, implementation and impact. The role of the subject leader is to:

- Ensure that the school curriculum is implemented in accordance with this policy
- Provide a strategic lead and direction for Geography
- Support and advise colleagues on issues related to the teaching and learning of Geography
- Monitor pupils' progress in Geography ensuring that key knowledge and skill is evidenced in outcomes.
- Provide efficient resource management for the subject.

### **Subject Leader Assessment and Monitoring**

The subject leader works alongside senior leaders to monitor standards of teaching and learning. A structured cycle of planning and work scrutiny, observations, and pupil interviews will provide information to judge the effectiveness of the subject as well as future development points. Class teachers are responsible for reporting their assessment for Geography using the school's foundation subject assessment grid and must be filled in every half term (or when Geography has been delivered in that year group).