



## PIPWORTH COMMUNITY PRIMARY SCHOOL



Article 13: I have a right to find out and share information with others.

Article 17: I have a right to get information from lots of different sources, as long as it is safe.

Article 28: I have a right to an education.

Article 29: I have a right to be supported to achieve in education.

## GEOGRAPHY POLICY

### Intent

At Pipworth Community Primary School we believe that Geography helps our pupils to develop a clearer understanding of the world around them and a stronger understanding of their place in the world. We have a rich and diverse range of cultures at the school which are celebrated through the teaching of geography, encouraging respect and understanding. At Pipworth, we seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

At the centre of the geography curriculum is the national curriculum which we use as a basis for learning the essential knowledge and skills that will enable them to be successful in geography. They will develop a variety of other skills, including those of enquiry, problem solving, ICT, investigation and how to present their conclusions in the most appropriate way. The skills and knowledge taught is progressive and also transferable to other subjects.

We have carefully selected key concepts for our Geography curriculum which span from Year 1 to Year 6. These key concepts allow children to continuously develop their understanding of a subject in depth, revisiting it throughout their time in school; thus enabling them to *know more* and *remember more*.

Key concepts are often linked to retrieval practice and referred to regularly within lessons in order for pupils to revisit key sticky knowledge regularly and to build on their prior learning within a unit of work and throughout the geography curriculum as a whole.

At Pipworth we want all children to have the opportunity to experience success in their learning of geography through opportunities to investigate their local and wider environment, asking questions and developing the understanding of increasingly more complex concepts such as teaching about sustainability in year 6. The children will be given the opportunity to establish their own values and understanding their rights and responsibilities and develop an appreciation of what it means to be a global citizen.

### Implementation

A planned programme of geography is provided for every year group which follows and reflects the expectations of the National Curriculum. The programmes of study are

mapped across the key stages to ensure continuity and progression. Within these topics are the concepts of; Place, Space, Scale, Interconnection, Sustainability and Environment which are concepts that run through the geography curriculum and bring cohesion and a deeper understanding to the children's learning in order for them to make connections between the big ideas over time. Three units of geography based around an enquiry question will be taught in each year. Children are, wherever possible, given first hand experiences and encouraged to use the environment for the bases of their investigations and research. 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. Oddizzi and Digimaps are integral in the teaching of geography in our school.

## **Impact**

We want our pupils to experience a curriculum that inspires a curiosity and fascination about the world and its people and equips children with an understanding of diverse places, people, resources and environments around them. Allows children to build on prior learning about physical and human processes and the formation and use of landscapes and environments.

We want:

- Opportunities for children to explore the outdoor learning environments, both within the school grounds and local community
- Continued training and support for teachers ensuring they are the experts in the subjects that they teach
- A clear progression of skills across Key Stage 1 and 2 that builds on prior knowledge and concepts that can be demonstrated in books
- Children to be confident geographers and be able to clearly discuss their learning from past and current topics, as well as explain their next steps
- Out-of-class opportunities ensure geography is ongoing and embedded as part of the cultural capital experiences we provide our pupils with.

A wide range of strategies are used to measure the impact of our geography curriculum. Our teaching sequence allows children to respond to 'Big Questions', developing skills and knowledge along the way. This leads to children being able to produce an end of unit piece of work reflecting all that they have learnt. Every lesson will begin with retrieval practise to prior learning allowing teachers to revisit and identify the knowledge and concepts absorbed into the long-term memory of individual pupils. As a result of this, pupils' misconceptions or gaps in subject knowledge are quickly addressed and 'sticky knowledge' is committed to long term memory. Pupils are able to make connections between their learning over the years in order to build a bigger picture of understanding.

## **Monitoring**

Monitoring the standards of children's work, planning and quality of teaching in geography is the responsibility of the geography subject leader and the SLT (senior leadership team). Subject 'dip-ins' are carried out periodically over the year to ensure the curriculum is covered. Children are asked their opinions and examples of good work collected. End of year data is scrutinised and areas of improvement identified. RAG evaluations take place every three years.

The Subject Leader will also monitor the effectiveness of the geography curriculum through carrying out the regular subject 'dip-ins' and monitoring activities. This process typically focuses on issues such as the sequencing and progression of the curriculum, checking the implementation of the intended curriculum as well as whether learners are achieving the expected learning outcomes. It monitors the extent to which the curriculum is adapted to suit the diverse needs of all learners. Feedback is celebrated and shared with staff as well as areas for development being added to action plans. Whole school CPD may be planned as a result of monitoring activities or individual staff may receive more bespoke support to improve outcomes for pupils. These evaluations are quality assured by the Senior Leadership and Governors.

The effectiveness of geography teaching is also monitored through pupil voice throughout the course of the year. The Geography lead is beginning to develop a range of questions for pupils in order to assess the impact of the planned curriculum and understanding of key concepts through what pupils have learnt and retained over time.

### Teaching and Learning

Geography teaching is planned to provide opportunities for pupils to;

- Investigate places through visits, photographs reference books and I.T.
- Use globes, maps, atlases and interactive mapping programs to develop skills to discover more about the world.
- Appreciate and begin to understand the wider culture of people and places through stories, reference books and photos.
- Make maps and illustrations of different places.
- Develop a geographical vocabulary.
- Recognise important geographical features.
- Take measurements and record data in fieldwork.
- Understand the environmental issues facing the world and the affect they can have on their planet.

### SEN

Through the Geography curriculum we provide high quality teaching for all our pupils including those with SEND. We do this through:

- Scaffolding
- Explicit Instruction
- Technology
- Cognitive and Metacognitive strategies: chunking, collaborative learning, pre teaching vocabulary, revisiting prior learning
- Flexible groupings
- Quality Interventions
- Rosenshine’s Principles of Instruction

### EYFS

During a child’s time in the early years setting children are developing their geographical understanding and skills through a variety of different experiences and strands of the EYFS curriculum including Understanding of the World, where children develop their sense of responsibility and community by exploring the natural environment, as well as care and respect by observing natural and living things. By studying the weather the children will learn about the changing of the seasons and the affect it has on their environment. Through stories and pictures the children will start to understand that there different countries and be able to compare and contrast environments, cultures and communities. The children will develop their ability to talk about the world they live in and have the vocabulary to describe similarities and differences.

The geography lead has a clear understanding of how the Geography curriculum builds on skills and knowledge learnt in EYFS from our Bridging Curriculum. They understand the skills and knowledge pupils have learnt in the early years which form the building blocks for knowledge and understanding needed in order to begin learning from National Curriculum. This enables teachers to build on what has gone before and enable pupils to access prior learning from an early age. EYFS staff have planned bridging objectives in order to bridge the transition from FS 2 into Year 1.

Organisatio n of	Locational Knowledge	Knowledge of Places	Human and Physical	Using Maps
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knowledge				Geographical Knowledge	
<b>Nursery</b>	<p><b>Personal, Social and Emotional Development</b></p> <ul style="list-style-type: none"> <li>Develop their sense of responsibility and membership of a community.</li> </ul> <p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>Use all their senses in hands-on exploration of natural materials.</li> <li>Talk about what they see, using a wide vocabulary.</li> <li>Plant seeds and care for growing plants.</li> <li>Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul> <p><b>Expressive Arts and Design</b></p> <ul style="list-style-type: none"> <li>Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</li> <li>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</li> </ul>				
<b>Reception</b>	<p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>Explore the natural world around them.</li> <li>Describe what they see, hear and feel whilst outside.</li> <li>Recognise some environments that are different to the one in which they live.</li> <li>Understand the effect of changing seasons on the natural world around them.</li> </ul> <p><b>ELG: The Natural World</b></p> <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals.</li> <li>Know some similarities and differences between the natural world and contrasting environments, drawing on their experiences and what has been read in class.</li> </ul>		<p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>Engage in non-fiction books.</li> <li>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul> <p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>Talk about members of their immediate family and community.</li> <li>Draw information from a simple map.</li> <li>Recognise some similarities and differences between life in this country and life in other countries.</li> </ul> <p><b>ELG: People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, stories, non-fiction texts and maps.</li> <li>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</li> </ul>		
<b>KS1 Readiness Objective</b>	<ul style="list-style-type: none"> <li>Know where they live.</li> <li>Know how they travel to school.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about some of the differences they notice when they are in different places.</li> <li>Talk about places when looking at books and watching tv/videos.</li> <li>Talking about places they have been to.</li> <li>Talk about places in stories.</li> <li>Using language that relates to place.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise elements of their environment that are manmade and natural.</li> </ul>	<ul style="list-style-type: none"> <li>Make maps from stories.</li> <li>Follow simple maps in play.</li> </ul>	

## Equal Opportunities

All children are entitled to an equal opportunity to study geography. Work will be carefully planned to meet the needs of all. A variety of methods and approaches will be used to enable children of different ability levels to make progress and be motivated and challenged. Resources will be chosen to reflect positive images of race and gender.

## Geography and ICT

Information and communication technology enhances the teaching of geography significantly, because ICT is particularly useful for geographical tasks. It also offers ways of impacting on learning which are not possible with conventional methods. Teachers can use: a variety of maps; aerial and satellite images such as google earth; use the internet for research and up to date statistics; videos and images of places. The use of these can bring to life the learning about people and places for the children at Pipworth School.

## Geography and other subjects

Geography contributes to the teaching of other areas of the curriculum and, where appropriate, geography is integrated into the teaching of other subjects. There are many natural links to be found within subjects such as maths, ICT, art and science.

## **Resources**

Resources are bought and audited by the curriculum Co-ordinator. All children should have the opportunity to use a variety of maps, images, and equipment to improve their geographical skills.

Resources are kept in the cupboard next to the library. Staff use Oddizzi for up to date resources matched to the curriculum content.

## **Marking**

It is expected that children will receive instant feedback within lessons in order to improve and further their learning and that Geography work in books will be marked and feedback provided where necessary. Final pieces of writing will be quality marked by the teacher giving pupils feedback on their knowledge and understanding.

## **Assessment**

Assessment will be on-going during the course of each geography topic. Retrieval questions are planned to ensure that pupils have opportunities to revisit key learning within a unit and key concepts are being developed to enable pupils to link learning and big ideas by remembering more over time.

AfL within lessons enables teachers to identify misconceptions early on and address these swiftly within a lesson. AfL may take the form of questioning, observation, retrieval, low stakes quizzes, pupil feedback including peer and self-assessment. A knowledge organiser will be given out at the beginning of each unit of work showing the important facts and concepts that need to be learnt during the topic which pupils can access within lessons and periodically to check on key learning and big ideas. Children will complete a written piece of work at the end of each unit answering the big question.

## **The role of the Subject Leader:**

There is a designated Geography Co-ordinator to oversee the planning and delivery of Geography within the school.

The coordinator will be responsible for

- Raising standards in attainment and progress in Geography as a national curriculum subject and evaluating the effectiveness of teaching and learning within the subject so that pupils know more and remember more.
- Showing the curriculum has appropriate coverage, content, structure and sequencing. Subject leaders should be confident that the curriculum is being implemented effectively and should not leave some pupils behind.
- To ensure progression through school.
- To develop and support staff in the use of key concepts across the curriculum in order to enable pupils to have an in depth knowledge of the 'big ideas'.
- Facilitating the use of Geography across the curriculum in collaboration with all subject coordinators as well as liaising and consulting with outside agencies where appropriate
- Developing their own role as subject leader through e.g. research, National College
- Providing or organising training to keep staff skills and knowledge up to date through up to three staff meeting slots per year
- Advising colleagues about effective teaching strategies, managing equipment and purchasing resources.
- Monitoring the delivery of the Geography curriculum and reporting to the SLT on the current status of the subject.
- Reporting the current status of the subject to designated School Governors.
- Action Planning linked to whole school priorities
- Data collection and analysis to improve outcomes for pupils.
- Updating the policy annually

Support from SLT/Curriculum lead will be given to subject leaders in order to further develop their role through:

- Mentoring subject leaders new to role

- Developing the role of subject leaders and providing professional development opportunities
- Guidance for Action planning linked to whole school priorities
- Support for monitoring
- Professional Development Opportunities for subject leaders e.g. National College, NPQ

**Updated November 2025**

**Due to be updated November 2026**

Frances Wynn

