

GEOGRAPHY POLICY

All Saints Church of England Primary
School



Approved by:	Date: September 2025
Last reviewed on: September 2024	Next review date: September 2026

Our All Saints family shall arise and shine for the light of The Lord is upon us.

All of our policies are written with the aim of improving our school and of realising our Christian vision:

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Our vision underpins every document, procedure and decision made within our setting. We are committed to enabling all members of our community to flourish and to ensuring that even in the darkest of times, when we follow the word of God, we can all live out our values to **ARISE** (achieve, respect, include, support and enjoy) when at school and **SHINE** long into our future.

Based on the teachings of Isaiah 60:1

Geography teaches an understanding of places and environments. Through their work in geography, children learn about their local area and positively contribute to their local community building upon their cultural capital. Pupils compare their life in their area with that in other regions in the United Kingdom and in the rest of the world. They learn how to draw and interpret maps and they develop the skills of research, investigation, analysis and problem-solving. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures that fosters a respect and inclusion of diversity in a multicultural 21st century Britain. Geography teaching also motivates children to find out about the physical world and enables them to recognise the importance of sustainable development for the future of mankind.

Subject Aims

Geography is a non-core foundation subject within the 2014 National Curriculum. The aims of teaching Geography at All Saints School are consistent with our school Philosophy and take account of the legal requirement of the National Curriculum. Our ambitious, progressively sequenced, broad and balanced curriculum, that meets the contextual needs of the school, means that geography is at the heart of many topics.

The aims of geography are:

- to enable children to gain knowledge and understanding of places in the world.
- to promote their emotional, spiritual, social and moral development through learning.

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- to increase children's knowledge of other cultures and consequently, teach a respect and understanding of what it means to be a positive, supportive and inclusive citizen in a multi-cultural country in 21st century Britain.
- to allow children to learn graphic skills, including how to use, draw and interpret maps.
- to enable children to know and understand environmental problems at a local, regional and global level and to promote a sustainable, green future.
- to encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means .
- to 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
- to build pupils' cultural capital through working with their local community and shaping them into well-rounded individuals.

Subject Objectives

Key Stage 1 pupils should be able:

- to acquire knowledge of the range of the places and themes required by the Programmes of Study, including their immediate locality and a locality further a field
- to recognise, describe and compare places and geographical features
- to recognise changes in the environment and how it could be improved and sustained
- to offer their own explanations for places and geographical features
- to express and justify their personal preferences about features of places
- to develop and use appropriate geographic skills to investigate places and themes

Key Stage 2 pupils should be capable of:

- acquiring knowledge of a range of places and themes at local and international level, including a locality in a country that is less developed economically
- describing and offering explanations for the characteristics of places, and their similarities and differences

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- identifying, describing and offering explanations for physical and human processes
- appreciating the relationship between people and their environment, and describing and offering explanations for the ways in which environments can be managed
- applying geographical knowledge and understanding learned in one context to other studies in another context
- developing and using appropriate geographical skills to investigate aspects of local and more distant physical and human environments
- undertaking geographical enquiry with an emphasis on collecting and recording evidence and analysing data. At All Saints School we recognise the importance of geographical enquiry

How Geography is taught

Primary school fosters happy, caring and confident individuals who **respect, support** and **include** all their peers on their geography learning journeys. Geography is taught throughout a series of topics across year groups following the national curriculum guidance to ensure a broad and balanced coverage of all objectives.

We provide challenging and enjoyable learning through our fantastic, immersive Cornerstones Curriculum that is designed and adapted to meet the needs of all pupils at the school. A strong emphasis is placed on personal development, positive interactions and an optimistic mindset across all geography lessons to ensure that all children **enjoy** learning and **achieve** well. The familial atmosphere at All Saints C of E j

Every Geography lesson taught within school is assessed rigorously to

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monitor children's progression. All lessons will contain an accessible challenge for the children to complete to extend and expand upon their main learning. Furthermore, children will have the chance to demonstrate what they have learnt within their lesson with an 'Assessment For Learning' task at the end of their work. Holiday homework will include activities that encourage engagement with the local area and the world beyond.

Foundation Stage

During the Foundation stage, young children are given opportunities within the Early Learning Goals 'Knowledge and Understanding of the World' to find out more about the world in which they live and the people they encounter. The children take part in first-hand experiences, including the chance to explore the local environment, gather information, and communicate their views.

Key Stage 1

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 fieldwork and enquiries 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 and photographs.

Key Stage 2

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 fieldwork and enquiries 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. Pupils will use secondary sources of information with accuracy, including aerial photographs, satellite images, etc.

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Equal Opportunities

All teaching and non-teaching staff at All Saint School are responsible for ensuring that all pupils, irrespective of gender, ability, ethnic origin and social circumstances have access to the whole curriculum and the opportunity to make the greatest progress possible in all areas of the curriculum while at our school.

All children are encouraged to take an active role in Geography activities. Visits to the immediate locality are arranged so that all children can take part. When organising visits further afield, the school will make arrangements, whenever possible, for those pupils who cannot afford to take part.

Special Educational Needs

Children with Special Educational Needs enjoy access to the full Geography Curriculum. Some children could experience difficulty on field trips, for example, because of their physical disability or medical needs. Additional support is given to these children, enabling them to take a full and active role. Tasks are adapted as necessary so that the children can participate.

Health and Safety

Visits and fieldwork are an essential part of the Geography Curriculum towards developing geographical enquiry and skills. A visit should be well organised and provide a stimulating and valuable experience. The pupils should prepare well for the visit and, on their return, use the experience to good effect in the classroom. The class teacher, or leader, should plan the visit meticulously, with the pupils' safety and welfare paramount.

The following Health and Safety issues should be taken into consideration:

- The teacher in charge should make a preliminary visit.
- Parents should be informed fully of any proposed visits outside the school grounds and should sign a Parental Consent Form.
- All voluntary helpers should be fully aware of the procedures and their areas of responsibility.
- The children should be supervised fully at all times, with extra care taken near water and busy roads.

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The school policy of adult: pupil ratio should be followed:

- If using the school grounds, extra support should be obtained from Teaching Assistants/helpers.
- Care should be taken when the children are collecting samples. For example, if collecting soil, plants, etc., plastic gloves should be worn and hands washed carefully afterwards.

Assessment and recording

Teachers assess children's progress in geography during a sequence of lessons by making periodic, informal judgements through observation, challenge and assessment for learning activities and by marking against the OLI's and OSCI's.

As part of the tracking of pupil progress, formative assessments are made daily on the Cornerstones Curriculum Maestro system.

Monitoring and review

The geography subject leader is responsible for monitoring the standard of the children's work and the quality of teaching and assessment in geography. The geography subject leader is also responsible for supporting colleagues in the teaching of geography, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school.

Regular monitoring takes place in geography in terms 2, 4 and 6 to keep track of the teaching and learning across the school. Similarly, the geography lead should identify areas for improvement through scrutiny of books and planning, gap analysis and pupil voice.

Resources and accommodation

Most resources are kept in the resources room. They are accessible only to school staff and to adults. Children should not enter the resources area at any time.

Some resources are located within Key Stage areas, Year Group areas or individual classrooms. These are items that are used regularly or have been requested specifically by a member of staff.

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The Geography Curriculum leader is responsible for maintaining Geography resources, monitoring their use, organising the Geography store and ordering new resources. Staff inform the leader of any resources they would like added to the store. The Curriculum Leader plans the purchase of resources each year based on the Geography budget for that year. Resources are replaced and purchased by the leader in accordance with the general school ordering procedure.

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