

Geography Policy

April 2024

This policy will be reviewed no later than April 2025

Geography Policy

Vision and Values

Our Vision and Values

In our family, we have the courage to embody Jesus' love for us. We put others' needs above our own. We act with integrity and respect. And when others fall short of our expectations, we support them to atone and extend our forgiveness. In doing this, we prepare children to live life in all its fullness: its joys and celebrations, its sorrows and struggles. The values which are most pertinent to this policy, alongside their links, are detailed below:

Respect

We seek to model to children an ethos of living well together. The flourishing of pupils goes hand in hand with the flourishing of the wider school community: staff, families, governors and friends of the school. Just as Jesus respected people by taking the time to care for them, we endeavor to:

- celebrate the Christian faith;
- foster deep respect for other cultures, faiths and traditions;
- provide an inclusive environment where special provision is afforded to those with disabilities or special educational needs; and
- challenge inequality.

We will develop a level of respect for other countries, communities and world issues that could impact the people around us.

"Whatever you wish that others would do to you, do also to them." (Matthew 7:12)

Love

Jesus embodies the love and compassion of God for each person, and Christians are called to follow him in this. Love impels us to consider Christian perspectives on life, such as:

- putting others' needs above our own;
- acting with humility and without entitlement;
- supporting those experiencing suffering and sadness – in our community and beyond.

We can develop a love for other places in the world and learn how to care for our planet.

"Let all that you do be done in love." (1 Corinthians 16:14)

Courage

We are called to create an environment where both children and staff aspire to be, and give, their best. Everyone is emboldened to take risks, overcome challenges and be courageous in their efforts to achieve their potential. Leaders make bold curriculum choices that enable children to:

- gain knowledge, skills and experiences to navigate life in an evolving world; and
- develop characteristics such as self-belief, ambition, and resilience to overcome life's challenges.

St Mary Magdalene C of E Primary School

Headteacher: Miss S Robinson

Deputy Headteacher: Mrs S Pearson



We can courageous to ask and follow lines of enquiry to learn about different countries and tribes in the world.

“Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God is with you.” (Joshua 1:9)

Aims

At St Mary Magdalene C of E Primary School we aspire to cultivate the gifts and talents of every child and equip them with the wisdom, knowledge and skills to live life in all its fullness: its joys and celebrations, its sorrows and struggles.

“For I know the plans I have for you, declares the Lord, plans for welfare and not for evil, to give you a future and a hope.” (Jeremiah 29:11)

At St Mary’s the worth of each child impels us to work to fulfil their God-given potential, whatever the religion or other tradition with which their family identify, and with special consideration given to those who are disadvantaged. Therefore, we aim to:

- Develop the curriculum to address the needs and extend the fascinations of **all our** children.
- Build curiosity and excitement through rich first-hand experiences and visits.
- Nurture the aspirations and hopes of our children so they can achieve highly.
- Ensure that all children make good or better progress.
- Facilitate high quality training for staff to equip them with the skills to ensure that our children flourish.
- Develop children’s collaboration skills
- Ensure that children have a strong voice in every aspect of school life
- Afford special provision to ensure equity for children with disabilities or SEND.
- Primarily, the aim of our Geography curriculum is to encourage our children to be **curious about the human and physical world around us.**
- Through the study of Geography, children make sense of their world and enrich their understanding of it by **understanding where places are; the similarities and differences between each place; the impact of changes on people and places – and importantly how we can help to take care of our planet in the light of these changes.**
- Developing pupils’ interest, and enjoyment of Geography, through the curriculum will help to instil a positive attitude towards this subject.
- Ensuring Geography lessons are purposeful, accurate and imaginative.
- Ensuring pupils have sufficient geographical knowledge to understand that our lives today will influence the world of the future.
- Making pupils aware of and alert to links between Geography and other school subjects.

Legal framework

This policy has due regard to statutory guidance including, but not limited to, the following:

- DfE (2017) ‘Statutory framework for the early years foundation stage’
- DfE (2013) National Curriculum in England: Geography programmes of study.
- Education Act 2002
- Equality Act 2010

This policy also has due regard to the most recent version of the following school policies:

- Behaviour Policy
- Assessment Policy
- Teaching and Learning Policy
- Special Educational Needs Policy
- Marking and feedback Policy
- Homework Policy
- Health and Safety Policy

Roles and responsibilities

The subject leader is responsible for:

- Preparing policy documents and curriculum plans.
- Reviewing changes to our concept curriculum and advising on their implementation.
- Monitoring the learning and teaching of Geography, providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject and liaising with teachers across all phases.
- Organising the deployment of resources and carrying out an annual audit of all Geography -related resources.
- Communicating developments in the subject to all teaching staff.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring common standards are met for recording and assessing pupil performance.
- Advising on the contribution of Geography to other curriculum areas, including cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for the development of Geography in subsequent years.

The classroom teacher is responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' knowledge and understanding in Geography, with due regard to our concept curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of our concept curriculum.
- Recognise that in all Geography lessons there will be children of a variety of abilities, and the teacher should seek to provide suitable learning opportunities for all pupils by matching the challenge of the task to the ability of the child.
- Liaising with the subject leader about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this on an annual basis to parents.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the senior leadership team (SLT).
- Undertaking any training that is necessary in order to effectively teach the subject.

The special educational needs coordinator (SENCO) is responsible for:

- Organising and providing training for staff regarding the Geography curriculum for pupils with special educational needs and disabilities (SEND).
- Advising staff how best to support pupils' needs.
- Advising staff on the inclusion of Geography objectives in pupils' individual education plans, if appropriate.
- Advising staff on the use of teaching assistants in order to meet pupils' needs if necessary.

Curriculum Progression and Sequencing

- The Geography curriculum is delivered through the key concepts of: **Place, space, cartography, human and physical geography.**
- As outlined above, the school carefully sequences knowledge and concepts to build both knowledge and skills systematically over time. This is illustrated by way of a Curriculum Progression Map and Curriculum Objectives, which set out what is taught in each year group across the school alongside the order of units taught; this can be found in the appendix of this policy.
- The school also sets out Long Term Planning Overviews for each year group, which mirror and add detail to the Progression Map. These can also be found in the appendix to this policy.
- Within the curriculum, there is sufficient flexibility so that the school can address identified gaps in pupils' knowledge. Opportunities are planned to revisit previously learned knowledge and concepts. This is to ensure that, once learned, knowledge becomes deeply embedded in pupils' memories and allows rapid

and accurate recall. This enables pupils to work with increasing independence, apply their knowledge to more complex concepts and gain enjoyment through a growing self-confidence in their ability.

Assessment, Marking and Feedback

Assessment should be carried out in line with the school's Assessment Policy and Effective Marking and Feedback Policy.

At St Mary's, staff ensure that pupils have sufficient understanding of, and unconscious competence in, prerequisite knowledge, concepts and procedures that are necessary to succeed in each lesson through effective marking and feedback procedures as detailed below, when work is recorded in individual Learning Journals:

Type	Why?	What does this look like?
Immediate intervention	<ul style="list-style-type: none"> To prompt deeper thinking, and swiftly address misconceptions <u>during lessons</u>. 	<ul style="list-style-type: none"> Verbal feedback - signalled by VF 1:1 or group learning conference - signalled by VF Questioning to clarify or refocus tasks Mini plenaries Mid-lesson adjustments – signalled on planning
Indicative marking	<ul style="list-style-type: none"> To inform the teacher and child about their achievement against the learning objective To address any missed non-negotiables and misconceptions. 	<ul style="list-style-type: none"> Indicative highlighting of LI (blue/pink) and symbols. Pupils made aware of misconceptions through use of symbols and highlighting Individual spelling mistakes are signalled at the end of the piece/writing stage Brief comments if appropriate A response from pupils is required to correct mistakes – complete in green pen.
Developmental marking / feedback	<ul style="list-style-type: none"> To celebrate successes To give ways to improve against the learning objective, and advice on how to do this. 	<ul style="list-style-type: none"> Incisive, written feedback: in KS2, this is provided as whole class feedback. Personalised praise for effective work shown through pink highlighting of relevant aspects If required, personalised written comments to detail next steps Common misconceptions/mistakes be highlighted in WCF. A response from pupils is required to accelerate and deepen learning; this should be completed in green and focus on edits and revisions. This is not required in the EYFS
Self/peer assessment	<ul style="list-style-type: none"> To share ideas To celebrate successes To give ways to improve against the learning objective 	<ul style="list-style-type: none"> In an age/subject appropriate format to be determined by the teacher

Non-Negotiable Procedures for Marking

- Learning intentions:** these should be recorded on every piece of work, in all subjects even if pupils are absent as this will demonstrate work missed. This can be in the form of a code linked to learning intention/assessment criteria. In KS2, children should undertake this, for younger children, the adult will write the code.
- Date:** all learning must be dated.
- Timing:** all marking should be completed before the next lesson in that subject area, and used to inform planning.

- **Colours for marking:** written feedback should be carried out in blue pen and must be clear, legible and a high-quality model of handwriting. In all subjects, solid pink highlighter will be used to show learning intentions are achieved, along with successes throughout the piece of work, e.g. well-chosen words, clearly set out maths calculations. The learning intention should be boxed in pink highlighter if the children are achieving it with some support. Blue highlighter will be used to signal that the learning intention is not yet met and will be accompanied by blue highlighting around aspects of pupils' work e.g. a box around an incorrect calculation, or to signal a better choice of word is required. Blue highlighter will also be used to highlight any misconceptions or missing non-negotiables.
- **Responsibility for giving feedback:** written feedback is usually given by the teacher (or adult responsible for the class) but should be given by support staff if they have worked closely with the pupil within a session. Supply teachers who carry out work in the school are expected to mark all work in accordance with this policy. The person who marks the work should write their initials on the top right-hand corner of the page.
- **Pupils' response to feedback:** staff should give pupils regular, adequate time to review and respond to their feedback.
- **Self/Peer Assessment:** regular opportunities should be given in KS1 and KS2.

With specific reference to formative assessment in Geography, the following will apply:

- Ongoing achievement in learning objectives should be tracked on O-Track after each session. Pre and post unit assessments are carried out for each unit taught and inform teachers' planning and differentiation.

Key Stage Specific Marking and Feedback Expectations:

Foundation-

Across areas of learning/provision	<ul style="list-style-type: none"> • Immediate intervention – in each guided session and as required throughout provision • Indicative marking – marked on planning rather than pupils' work. Termly FFT entries show pupils OT and NOT across areas of learning. • Developmental feedback – given verbally as appropriate in guided group and throughout provision 	Lesson observations/ learning walks will show: <ul style="list-style-type: none"> • Evidence of immediate intervention and its impact • FFT entries show pupils OT and NOT across areas of learning. 	<ul style="list-style-type: none"> • Pupils who require support will be identified so that they can receive targeted support • Pupils make good progress, are challenged to take next steps in learning • Adults use formative assessments to inform planning
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KS1-

Foundation subjects: pupil books (Y2 only)	<ul style="list-style-type: none"> • Immediate intervention – in each session, as required • Indicative marking – every session • Developmental marking - at least once per unit given as WCF • Self/peer assessment – once per unit 	Book scrutiny will show that: <ul style="list-style-type: none"> • pink/ blue highlighting • VF symbol in book scrutiny • pupil editing in green pen to correct NN/spellings 	<ul style="list-style-type: none"> • High standards will be maintained throughout all subjects • Marking informs next steps in teaching and provides formative assessment • All spelling/ NN errors corrected by the pupil.
Foundation subjects: independent journals	<ul style="list-style-type: none"> • Immediate intervention – in each session, through provision and in PDR • Developmental marking - at least once per week as part of a guided group 	<ul style="list-style-type: none"> • At least one piece of high quality of learning per week • Quality PDR is evident in the journal • High quality learning is showcased in the journal 	<ul style="list-style-type: none"> • High quality PDR sessions and pupil engagement in continuous provision.
Foundation subjects:	<ul style="list-style-type: none"> • Indicative marking – FFT entries for each session, KWL grids at start and end of unit 	Pupil voice will show:	<ul style="list-style-type: none"> • Pupils have regular opportunities to recap and consolidate

subject portfolios	<ul style="list-style-type: none"> • Developmental marking - reflections provided on each page to include a brief assessment reflection on children's grasp of learning, any misconceptions and modifications made, some specific next steps • Self/peer assessment – Quotes to illustrate children's thoughts and contributions on each page 	<ul style="list-style-type: none"> • regular use of the portfolio to recap and consolidate learning. <p>Book scrutiny will show that:</p> <ul style="list-style-type: none"> • Organisational checklist is met, including indicative and developmental marking. 	previous learning. As a result, they know more and remember more.
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KS2-

Foundation subjects: pupil books	<ul style="list-style-type: none"> • Immediate intervention – in each session, as required • Indicative marking – every session • Developmental marking - at least once per unit, provided as whole class feedback • Self/peer assessment – once per unit 	<p>Book scrutiny will show that:</p> <ul style="list-style-type: none"> • pink/ blue highlighting • at least 1 WCF sheet per unit • pupil editing in green pen to correct NN/spellings 	<ul style="list-style-type: none"> • High standards will be maintained • Marking informs next steps in teaching • All spelling/ NN errors corrected by the pupil.
Foundation subjects: subject class portfolios	<ul style="list-style-type: none"> • Indicative marking – highlighting grids at the end of each session. • Developmental marking - reflections provided on each page to include a brief assessment reflection on children's grasp of learning, any misconceptions and modifications made, some specific next steps • Self/peer assessment – Quotes to illustrate children's thoughts and contributions on each page 	<p>Pupil voice will show:</p> <ul style="list-style-type: none"> • Regular use of the portfolio to recap and consolidate learning. <p>Book scrutiny will show that:</p> <ul style="list-style-type: none"> • Organisational checklist is met, including indicative and developmental marking. 	<ul style="list-style-type: none"> • Pupils have regular opportunities to recap and consolidate previous learning. As a result, they know more and remember more.

Honesty

An honest person makes a habit of making accurate, trustworthy statements about life, self, others, and God; they represent themselves just as they are and tell others the truth about themselves. That said, the Bible tells us that honesty should always be accompanied by gentleness (Colossians 4:6).

With this in mind, we strive, through this policy, to build kind and trusting relationships by:

- providing both oral and written feedback with integrity;
- being thorough in our assessments to ensure that children have a strong voice in their learning, and acting on this; and
- working openly and compassionately with pupils about their learning, even when messages might be difficult to give or receive.

“And you will know the truth, and the truth will set you free.” (John 8:32)

Planning

- All relevant staff members are briefed on the school's planning procedures as part of their staff training.
- Staff are to use the designated geography planning format when completing their planning.
- In KS1 and KS2 Geography is taught either as a discrete lesson or as part of cross-curricular themes when appropriate.
- Reception covers the full range of concepts over the year; the timings of this is guided by the children's interests. This is planned and delivered through highly personalized objective-led planning as well as through ongoing continuous provision opportunities.
- During reception class, in accordance with the 'Statutory framework for the early years foundation stage', focus will be put on the seven areas of learning, with the Geography aspect of pupils' work relating to the objectives set out within the framework alongside the concepts in the school concept curriculum.

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- Lesson plans will demonstrate a balance of interactive and independent elements used in teaching, ensuring that all pupils engage with their learning.
- There will be a clear focus on direct, instructional teaching and interactive oral work with the whole class and targeted groups.
- Long-term planning, set out by the Geography Subject Lead, will be followed in each year group.
- Short-term planning is the responsibility of the class teacher. This is achieved by building on long-term planning - taking into account pupils' needs and identifying the method in which topics could be taught.
- All lessons will have clear learning objectives, which are shared and reviewed with pupils.
- Lessons will be differentiated to meet the needs of all pupils. This will be flexible and informed by assessment, marking and feedback.
- As a dyslexia friendly school, teachers will use a selection of the following strategies to support children when reading texts: mixed ability pairs, displaying key words with pictures, pre-teaching topic vocabulary. They will also support children to record their ideas through the use of writing frames, word banks and WAGOLs if appropriate.
- Homework may be set in this subject area, but is not a weekly requirement.
- Homework can take a variety of formats, including games, oral practice and written tasks.

Recording

- Learning is documented in the class Topic Folder. Possible lesson outcomes include writing, art-work, drama, presentations, discussions and posters.
- In KS2 the outcomes of each lesson may also be presented in individual books. This may include examples of pupils' work, their comments or photographs. Each page will be dated with the learning objective given.

Cross-curricular links

Wherever possible, the Geography curriculum will provide opportunities to establish links with other curriculum areas. These include, but are not limited to, the following:

English

- Pupils are encouraged to use their speaking and listening skills to explore their learning.
- Pupils' writing skills are developed through recording the evidence of change and their ideas on sustainability. They may also record details and descriptions of Place and Space.
- Geographical information texts are sometimes used in English lessons and in guided reading sessions. Where possible the Novel Study for each year group will also link to the Place and/or Space being studied.

Maths

- Location of places will involve a degree of numeracy eg grid references and lines of longitude and latitude.
- Pupils may be required to use their knowledge and understanding of measurement and data handling when analysing evidence of change eg global warming,
- Where appropriate, pupils may record the significance of their findings using charts, tables and graphs.

Science

- Children will learn about living things (animals and plants) in the Places and Spaces studied when appropriate.
- When looking at the Poles we will also be able to tie this in with the scientific concept of Energy ie magnetism and discussions around different Spaces link well to explorations around sound travel (Yr 5)
- Links to Materials will be made when appropriate ie Y3 rocks, soils and fossils

Computing

- Pupils may use ICT to locate and research places studied and to explore information regarding change and sustainability.
- Use of Google Earth when appropriate.
- Pupils are encouraged to use electronic devices, gaining confidence throughout their school experience.

History

- Where possible History and Geography topics will be linked and Places and Spaces studied will be also be explored in terms of historical events/discoveries. Eg Yr 6 Apartheid.

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- When learning about *Places* or *Spaces* any links to Biblical stories which are set in the same location will also be explored when appropriate.
- When exploring Change and Sustainability children will be encouraged to consider that humans have a responsibility to care for God's creation.

PSHE

- Development of empathy for others through learning about the varied lives of people with different nationalities and therefore different identities from our own.

DT/Art

- When possible the focus artist will be associated with the geographical concept studied and/or any paintings or sculptures associated with it will also be explored if appropriate.

Music

- Composers and/or music are also linked to the main Geography focus eg Yr 6 Africa/African Drumming, Y4 Jai ho!.

PE

- *Places* studied which also link with specific sports, sporting venues and/or sporting events will also be explored.

Languages

- When appropriate the language/s of the peoples who inhabit the places explored, may also be explored as part of their understanding of the culture of each one.

Equal opportunities

- All pupils are entitled to an equal opportunity to learn regardless of race, culture, language, religion, colour, gender or ability. We aim to deliver a broad and balanced Geography curriculum appropriate to children's needs, ages and levels of understanding. Empathy with views from the past will be encouraged and supported in order to gain further understanding of events and implications.

Monitoring and Review

- This policy will be reviewed after one year by the subject leader.
- Any changes made to this policy will be communicated to all members of staff.
- All members of staff involved with directly leading and supporting the teaching of Geography are required to familiarise themselves with this policy.
- The scheduled review date for this policy is April 2025.

Appendices

Please follow the hyperlinks to the following documents:

- **Appendix 1 –Geography Progression Map**
- **Appendix 2 – [Year 6 LTP](#)**
- **Appendix 3 – [Year 5 LTP](#)**
- **Appendix 4 – [Year 4 LTP](#)**
- **Appendix 5 – [Year 3 LTP](#)**
- **Appendix 6 – [Year 2 LTP](#)**
- **Appendix 7 – [Year 1 LTP](#)**
- **Appendix 8 – [Year R LTP](#)**