

Our school nurtures curiosity and creativity through an inspiring, broad and engaging curriculum, where learning is at the heart of all that we do. Children at Reedley learn to become resilient and self-assured in a safe environment where challenge is key. Team Reedley are encouraged to thrive and achieve as individuals, preparing them for their role as caring and active citizens in modern Britain.

Reedley Primary School

Curricular Policy for Geography



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How Pupils Learn Geography

Geography is an essential part of the curriculum; it provides a means of exploring, appreciating and understanding the world in which we live and how it has evolved. Geography is the subject in which pupils learn the skills of understanding a locality and how and where people fit into the wider world.

The teaching of Geography will acknowledge the future of our planet and environmental concerns. Many areas of study give opportunities to make children aware of human impact upon their surroundings, pupils own responsibilities and how they can contribute to improving the environment. Fieldwork is an essential part of our curriculum and finding opportunities to use Geography skills in a cross curricula way.

The aims of Geography are to:

- Stimulate children's interest in their surroundings and develop a knowledge and understanding of the physical and human processes that shape places.
- Increase children's knowledge of other cultures and, in so doing, teach respect and understanding of what it means to be a positive citizen in a multi-cultural country.
- Provide learning opportunities that enthuse, engage, and motivate children to learn and foster a sense of curiosity and wonder at the beauty of the world around them.
- Encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means.
- Make sense of their own surroundings through learning about their own locality and the interaction between people and the environment.
- Develop the geographical skills, including how to use, draw and interpret maps of different scales, and the vocabulary necessary to carry out effective geographical enquiry.
- Apply map-reading skills to globes and atlas maps and identify geographical features.
- Formulate appropriate questions, develop research skills and evaluate material to inform opinions.
- Enable children to work geographically in a range of appropriate contexts, using a variety of materials and equipment including other people's experiences and knowledge.

Planning the Geography Curriculum

Early Years

Geography is taught in reception 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. Geography makes a significant contribution to the ELG objectives of developing a child's understanding of the world through activities such as finding out about different places and habitats and investigating our locality.

Key Stage 1 - Follows National Curriculum guidelines for content and skills.

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 and photographs.

Pupils will be taught about:

- Our school within its locality

- A small area of the United Kingdom
- A small area of a contrasting non- European country
- Weather patterns in the United Kingdom
- Hot and cold areas of the world
- The United Kingdom and the World

Key Stage 2 - Follows National curriculum guidelines for content and skills.

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. Pupils will use secondary sources of information with accuracy, including aerial photographs, satellite images, etc. As well as making its own distinctive contribution to the school curriculum, geography contributes to the wider aims of primary education. Teachers will ensure that links between subjects are maximised.

Pupils will be taught about:

- The local area
- A region of the United Kingdom
- A region of a European country
- A region within North America
- A region within South America
- The geography of the world.

Geography Curriculum Planning.

Planning follows Lancashire guidelines and topics. It can be adapted to suit particular strengths of the teaching staff and learning needs of the pupils. We use the Lancashire Theme booklets as the basis for our curriculum planning in Geography which is in three phases (long-term, medium-term and short-term). We plan the topics in Geography so that they build upon prior learning; content and skills ensure progression for all pupils across year groups. Teachers are to use the Geography knowledge, skills and concept map alongside their planning which will ensure progression across the year groups. Before the start of a topic, children are to complete a range of assessment activities, which enables the teacher to assess prior knowledge and to ensure progression. Once the cold tasks are completed, the teacher is to complete the 'Teaching Backwards' plan where teachers create a well-defined and achievable learning destination through key questions and well planned activities. It also enables teachers to challenge children and link with other topics where appropriate.

Resources

There is a growing range of resources to support the teaching and learning of Geography across the school. Teachers are encouraged to use specific and relevant resources to enrich and support the learning in their Geography lessons. ICT resources and specific programs are available to support work: a range of maps, including 'Digimaps', globes, fieldwork (including in the local area), museum loans and loan boxes from the School Library Service.

Equal Opportunities including Special Needs

All staff promote an inclusive climate and ensure that the Geography curriculum taught can be accessed by the differing groups, including SEN, PP, cultural background, boys and girls in a class. Teaching strategies and learning are adapted for individual groups or children.

Teachers plan and teach for the inclusion of all learners within their Geography lessons. TAs can be used effectively to support and engage pupils with SEN. If an individual child has more complex needs, an individualised programme may be created to support and target their needs.

Developing Spiritual, Moral, Social and Cultural Education within Geography

Staff are aware that this underpins every aspect of learning. Within the classroom, ideas and contributions are valued. Within Geography lessons, children are encouraged to take some ownership of their own learning and responsibility when completing independent tasks/challenges. There is a balance of group work, partner talk and guided activities where children will respect the shared ideas discussed and listen to others.

Children are motivated to learn through praise and focused questioning either verbally or written. Worked is marked to support and challenge children's individual needs. All achievements are valued and children receive feedback to understand their progression and next steps.

The use of key skills in independent work is celebrated and examples of good practice are displayed where appropriate. When children are asked to discuss each other's efforts, it is done in a positive and supportive manner.

Assessment and Record Keeping

Assessment for Learning (AfL) is vital to improve the standards of teaching and learning Geography. At Reedley Primary School, we base our teaching on the children's needs, prior knowledge and capabilities. Initial 'cold task' assessments support staff in pitching work to challenge correctly and identify next steps for individual groups.

Assessment is on-going, with the use of Insight to monitor pupil progress. Summative data is collected at the end of the Autumn Term, Spring Term and Summer Term to determine whether children are Below, Just below, Expected (age related) or Above.

If children are not working at their age related expectations, support and challenge is provided as necessary.

Assessment and Record Keeping cont.

- Initial assessment of what the children already know to inform planning and a starting point for next steps. Teachers make adaptations to their teaching within a lesson where appropriate in order to address children's needs.
- The use of AfL within Geography lessons, through focused open questioning so children's understanding and gaps in knowledge can be identified.

- Effective marking and feedback. Some feedback may be oral and used as an immediate response. On-going teacher assessments with the use of Insight each half term and at the end of every full term to identify gaps for individual children.

Monitoring arrangements

Monitoring the standards of teaching and learning is the responsibility of the Headteacher and link governor supported by the Subject Leader.

Monitoring arrangements include:

- Ensuring a consistent approach and progression to the teaching of Geography across the school.
- Teaching staff to have guidelines on planning and teaching with a supportive network to be able to teach with confidence. Applying staff training and CPD opportunities where appropriate.
- A subject specific report written with data analysis at the end of each academic year to share with governors.
- Subject specific action plans created, implemented, monitored and reviewed by the Subject Leader, with the specific outcomes outlined linked to school improvement plan.
- Keeping the school policy for Geography up to date based on statutory requirements.
- Supporting staff with the teaching and assessment of Geography.
- Being aware of national developments in Geography through CPD opportunities.
- Monitoring the effectiveness of teaching and learning across the school through data analysis, lesson observations, discussion with teachers, pupil interviews and scrutiny of children's work and teachers' planning.

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