



Together in God's love, we learn, inspire and grow



Geography Policy

This policy has been adopted by the governing body
of
St Andrews' C of E Primary School.
It will be reviewed annually or as required.

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Geography Subject Leader: Tanya Jones

Signed: *P. Dwan* Deputy Head



At St Andrew's, we want all pupils to be passionate about geography and to be inspired to have a life-long curiosity and fascination with geographical concepts. We also want to give our children the skills, knowledge and experiences they need in order to be independent and critical thinkers, so that they are prepared and well equipped to study geography beyond the primary curriculum by the time they leave Year 6.

At St Andrew's Maghull C of E Primary School, we provide children with a high-quality geography education which inspires a curiosity and fascination about the world and its people. It also helps them make sense of the ever-changing world in which they live. Teaching equips pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As the pupils' progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, as well as the formation and use of landscapes and environments. Geographical knowledge provides the tools and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Geography National Curriculum

Purpose of Study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

The National Curriculum for Geography for England gives areas of learning that children should be familiar with across the primary school. When planning and teaching Geography lessons at St Andrew's, we ensure that children are developing their Locational Knowledge, Place Knowledge, Human and physical Geography, Geographical skills and Fieldwork.

Aims

The national curriculum for Geography aims to ensure that all pupils:

- develop contextual knowledge of the location of places, seas and oceans, including their defining physical and human characteristics and how these provide a context for understanding the actions of processes.

- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps and writing at length.

The Geography lead has worked in partnership with the curriculum leader and LDST to construct a Geography curriculum that is ambitious and designed to give all pupils, including disadvantaged and SEND, the knowledge they need to succeed in life. We aim for all pupils to be excited by Geography, to know more, remember more and do more because of their engagement in exciting Geography lessons.

Links to St Andrews' whole school curriculum intent:

Whole School Curriculum intent

Our UNIQUE curriculum is designed to recognise and have a solid **understanding** of children's prior learning, providing **knowledge** and **learning experiences** which build **resilience** and **critical thinking**.

Central to this is excellent skills in **Reading** – the essential key to the whole curriculum. We provide opportunities to engage learning in a fun and **nurturing** way and every child is recognised as a **unique individual**.

We plan and provide a clearly mapped out curriculum which results in good **quality** outcomes.

We model and promote **positive attitudes** to learning which reflect the values of our Christian school, **enabling** children to take **responsibility** for their lives. Children leave St Andrew's with a sense of **belonging** to an **outward looking community** where opportunities and aspirations are **unlimited**.

At St Andrew's we ensure that **equality** is embedded in all that we do.

Geography Intent

Understanding - Our Geography curriculum is planned to ensure prior learning and key vocabulary and concepts are revisited and developed.

Our teachers have a good understanding of the children's prior learning, ensuring progression of skills and understanding. Retrieval tasks, knowledge organisers and working walls are used in every lesson to revisit and embed key facts and dates and help children to retain their knowledge.

Nurturing - The wisdom gained from Geographical understanding can inspire children to think critically about their place within the world and how they treat the world around them. Throughout their time at St Andrew's, pupils develop their understanding of their local community and beyond and begin to recognize the important role that Geography has within the economy and community. The wisdom gained from Geographical understanding can inspire children to think critically about their responsibilities and contributions as both local and global citizens.

Individual - Within a Geography lesson, children have lots of opportunities to give answers, listen to other children's ideas and say if they agree or disagree. We create an environment where children do not fear speaking out and giving their opinion. As their confidence grows, they look for patterns, identify similarities and differences, use logical reasoning, suggest solutions and try out different approaches to problems. Role play, debates, discuss geographical issues.

Quality - Geography introduces children to concepts, skills and thinking strategies that are essential in everyday life and support learning across the curriculum. The knowledge taught in Geography lessons at St Andrew's helps children to make sense of the world around them and makes a crucial contribution to their development as successful learners.

Unlimited aspirations - The Geography curriculum at St Andrew's provides opportunities for all pupils to take part in visits and fieldwork activities to develop their geographical enquiry and skills and deepen their understanding in addition to giving purpose and context to their learning. Studying Geography stimulates curiosity, fosters creativity and equips children with transferable skills they need in life beyond school.

Equality - Through our Geography curriculum, pupils learn about a wide variety of places, environments, societies and cultures both around the nation and the world. All pupils are encouraged to understand and respect differences in the world around them and to develop an awareness of how human and physical environments can be both unique and interdependent.

Long term planning and curriculum design:

The geography curriculum is coherently planned and sequenced towards clearly defined National Curriculum end points.

Geography Implementation

Geography at St Andrew's ...

incorporates a variety of teaching and learning styles in geography lessons. Our principal aim is to develop the children's knowledge, skills and understanding. We do this through a mixture of whole class teaching and individual / group activities. Teachers encourage the children to ask as well as answer geographical questions. The children have the opportunity to use and interpret a variety of sources of geographical information, including maps, diagrams, graphs, globes, aerial photographs, and digital mapping.

The pace of the lesson is brisk, with teachers constantly asking questions to deepen understanding. There is a mixture of short tasks, explanation, demonstration, investigation and discussion - and geographical misconceptions are addressed whenever the need arises.

Key principles:

Geographical language

Geography lessons provide opportunities for pupils to communicate and develop geographical language through:

- Sharing essential vocabulary at the beginning of every lesson and insisting on its use throughout
- Modelling by class teachers of geographical language
- Language development activities - matching vocabulary to definitions, games etc
- Plenaries which give a further opportunity to assess understanding through pupil explanations.

Fieldwork

Fieldwork supports pupils motivation and enhances learning in geography. In the National Curriculum programmes of study, there is an expectation that pupils 'carry out fieldwork investigation outside of the classroom' and that activities are planned to enable all pupils 'to be included and to participate actively and safely in fieldwork.'

All year groups, including EYFS, plan for fieldwork activities outside of the classroom. Examples of this, includes:-

- EYFS play provision outdoors making maps, also visit farm
- Year 1 looking at the school and its locality - use of maps, also observe weather
- Year 2 study the area around Maghull - maps and directions - observing human & physical features
- Year 3 visit Chester - maps, observing human & physical features
- Year 5 residential visit to North Wales to look at human and physical features - make comparisons with Maghull

Geography in EYFS

As with all other areas of learning, the teaching and learning of *Geography* in our Reception class, takes place both indoors and outdoors through a wide range of practical and hands on activities. The staff use their knowledge and expertise to plan for a high-quality learning environment which provides children with lots of opportunities to explore different aspects of *Geography* and learn new concepts. The children have a wide range of structured play resources available to them throughout the year - this is known as continuous provision. As the year progresses, children in Reception record their outcomes in books which prepares them for the learning in Year 1. As well as learning through play, all children take part in small group, adult led geography activities which then feed into opportunities in the play provision. *Geography* is also taught through story, singing, and PE.

Expectations for how learning should be sequenced within a topic or unit in the medium term:

Learning is sequenced in a way that builds upon prior learning with knowledge-based learning leading the way. Each lesson begins with reviewing prior learning before starting new learning. Pupils should understand a variety of new concepts and words by the end of a topic. At the end of the topic, there is an assessment, taking the form of a written quiz which includes an extended piece of writing.

What does a Geography lesson at St Andrew's look like?

St Andrews's Lesson Structure:

- 1) **Prior assessment:** assessment through teacher observation, based on the prior knowledge the children have from previous learning
- 2) **Recap** previous learning and vocabulary. Refer to the working wall/displays.
- 3) **Introduce new learning:** introduce the main geographical concept for the lesson
- 4) **Apply the new learning:** This will be a mixture of short tasks, explanation, demonstration and discussion - and a lot of practise to help reinforce learning. Use of practical activities and talk partners.
- 5) **Develop the new learning:** deepen understanding of the concept through a task (opportunities to develop the practical aspects of *Geography* and promote fieldwork and outdoor study. Develop skills required to help them think like a *Geographer*)

6) **Plenary:** Recap and reinforce learning, address misconceptions, celebrate success
In Key Stage 1 and 2, on average, children have 1 recorded piece of work in their
Geography books each week.

How we ensure that pupils 'know more, remember more and can do more':

Effective use of our Geography displays/working walls, which are reviewed each lesson with key vocabulary and actions and the use of sticky knowledge. The recap of previous learning and vocabulary at the start of every lesson is important and is a crucial part of every Geography lesson.

How the Geography curriculum meets the needs of all pupils, particularly disadvantaged pupils and SEND pupils:

We have designed our curriculum to meet the needs of all our pupils in line with the school key priorities.

All class teachers know who their disadvantaged and SEND pupils are and can target them for specific questioning, support and resources in lessons. Learning opportunities within Geography lessons cater for all needs and are kinesthetic, visual and auditory. Pupils can also be targeted for TA support and there are also opportunities for children of different abilities to work together. The SENCO offers advice and support which enables teachers to plan activities that meet the needs of all children.

We recognise the fact that we have children of differing ability in geography in all our classes and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by:

- Setting common tasks that are open-ended and can have a variety of responses
- Setting tasks of increasing difficulty
- Grouping children by ability according to the style of task
- Providing a range of challenges with different resources
- Using additional adults to support the work of individual children or small groups (where possible)
- Incorporating high order questions that apply to geographical thinking to extend the most able children in geography

We teach geography to all children. Geography forms part of the school curriculum policy to provide a broad and balanced education for all children. Through our geography teaching, we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. Some children may use Adult Support in lessons, either 1:1 or in small groups, in order to access tasks set with confidence and to dispel any barriers to their learning. **Where reading or writing maybe be of difficulty to a child**, alongside adult support, children may use

writing frames, cloze procedures, guided questions in order to carry out a task, as well as word banks of key vocabulary that may be needed. Verbal and physical responses to tasks are also utilised. Children also use technology to record findings where written recording may cause a difficulty. **Where a child may have difficulty in mathematics**, as well as adult support, supporting materials maybe be used e.g. the axis of a graph can be produced and with support the children can record their findings; examples of tables maybe provided for children to complete; concrete maths materials can be used for counting support. All barriers to learning are addressed in order to allow all children to access and achieve in all areas of geography.

Geography Impact

Overview of Geography assessment procedures, including the expectations of teachers using both formative and summative assessment:

Formative assessment: We assess children's work formatively in geography through observations and marking, following the school's marking policy. These assessments inform the class teacher's planning for future lessons.

Summative assessment: At the end of a unit of work (half termly) the class teacher leads an 'Exit Test' in a way that is suitable to all ages and abilities, makes a judgement about the children's achievements, and this information is then recorded and fed back to the Geography Subject Leader. This takes the form of Exit Test Data. The Geography Subject Leader carries out a termly overview of the progress of geography.

At the start of the year, key objectives are identified that will be assessed in each unit and opportunities for assessment are planned for. Wherever possible, children are the first to assess their learning.

Both formative and summative assessment may take the form of a practical activity, a concept map or a written assessment. The teacher uses these assessments to inform reports to parents and the next class teacher at the end of the year, and to carry out teacher assessment at the end of each unit of work.

Attainment is measured using information from formative and summative assessments to give an overall judgement of the child's level of ability (working towards, at or above, age related expectations -ARE)

Monitoring arrangements

Book Scrutiny: These are done termly by the Geography lead and a member of SLT. There is a clear focus during the book scrutiny and feedback is given to class teachers in written form. Subject leader feeds back to SLT and arranges for training for staff where necessary.

Lesson Observations/drop in: The Geography lead and a member of SLT do this

termly, feeding back to class teachers and SLT.

Medium Term Planning: Medium term planning is provided for the Subject lead at the beginning of each unit. This planning is adapted and developed throughout the half term and updated where necessary at the end of each unit of work.

Pupil Voice: Geography lead speaks to a wide variety of children, termly and during lesson observations to measure the children's understanding of concepts being taught, their attitude and their level of enjoyment.

How the subject lead keeps their own subject knowledge up to date, and how they ensure staff subject knowledge is also up to date.

We aim to develop and enhance our subject leads personal interest and passion in Geography through:

1. high quality continual professional development (CPD) e.g: networking opportunities through LDST, Sefton and MADCOS,
2. Membership of relevant organisations, e.g: Geographical Association
3. engagement with the curriculum lead

We aim to ensure all staff's geographical knowledge is up to date through:

1. staff meetings termly
2. provision of effective resources
3. engagement with subject lead
4. networking opportunities



Geography – St Andrew’s C of E Primary School Topics Overview



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Pirates Creating pirate maps and studying maps	Diwali and Christmas Learning about another culture and its celebrations.	Supertato/ Chinese New Year Healthy eating, freezing. Learning about other cultures and countries.	Traditional tales/ Castles Features of a castle.	People who Help Us/ dinosaurs Classification of dinosaurs, what life was like long ago.	Under the Sea Looking after the earth, recycling, differences in sea creatures.
Year 1		The UK My local area		Antarctica		Kenya
Year 2		The UK-Maghull Home sweet Home		Weather Patterns		Mexico Tocuaro
Year 3		The UK Study of Chester		Italy Volcanoes and Earthquakes		Europe
Year 4		The UK The Northwest		Rivers of the world		Rainforests
Year 5		The UK North Wales		Mountains		North America
Year 6		Mapping skills		Our Changing World		Globalisation