

Grimsargh St Michael's C of E Primary School



Geography Policy

Let your light shine before people so that they may see your good works and glorify your Father in heaven (Matthew 5: v.16)

Inspiring, believing and achieving in our loving Christian community

Name of the Geography Subject Leader: Hannah Coupe

The policy reflects the school values and philosophy in relation to the teaching and learning framework within which teaching and non-teaching staff can operate and give guidance on planning, teaching and assessment. This policy should be read in conjunction with the objectives from the new National Curriculum (2014).

This document is intended for all teaching staff, non-teaching staff with classroom responsibilities and school governors.

The Importance of Geography

Our goal for our geography curriculum is that children explore and develop their understanding of the social, environmental, economic and political aspects of place, whilst considering their own role on a local, national and global scale. This will be taught with our three 'big ideas' at the heart of our geography curriculum: Interconnection, Change and Location.

Oddizzi will form the pathway for our geography curriculum, however this has been adapted to ensure our geography curriculum is bespoke to our school. Key enquiry questions will be embedded throughout the curriculum for each year group to build their knowledge in order to answer the key question.

Key aims of Geography:

- To develop children's spatial awareness through a growing range of enquiry skills, knowledge and understanding of places and of the natural and man-made environments.
- To extend children's awareness of and develop their interest in their surroundings leading to the identification and exploration of features in the local environment.
- To observe accurately and develop simple skills of enquiry. In so doing to be aware if the changes taking places in their own locality and in other areas studied. Through

these studies, gaining an appreciation of the ways in which human decisions influence these changes.

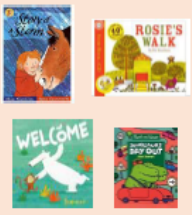
- To gain a perspective in which children can place local, national and international events.
- To develop a wide range of skills and competencies that are required for geographical enquiry and which are also applicable to other situations.
- To gain an understanding of the processes that have produced pattern and variety on the earth's surface and which can bring about change.
- To interpret a variety of maps, globes, aerial photographs and Geographic Information Systems (GIS). To be able to use digital and computer based map programmes to find places, change the scale and style of maps and add detail and symbols.
- To gain familiarity with globes and atlas maps and be able to identify such features as the continents, oceans, countries, cities, key physical and human characteristics and land use.
- To continue to develop language and mathematical skills through studies in geography.
- To acquire skills in carrying out observations and collecting, organising, recording and retrieving information as part of an enquiry. To be able to use a variety of source materials to find information out about their own locality and different places. To be able to communicate their findings and ideas in a variety of modes: writing at length, pictures, models, diagrams, and maps as well as through oral contribution.
- To help pupils act more effectively in the environment as individuals and as members of society.

Learning Across the National Curriculum

The National Curriculum can promote learning across the curriculum in a number of areas such as spiritual, moral, social and cultural development, key skills and thinking skills. The teaching of geography can contribute effectively to these areas of learning and links to the areas identified in the medium term planning sheets.

As a school we aim to break down the barriers between subjects through a bespoke and progressive curriculum.

EYFS:

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS 	<p>Weather and seasonal changes: Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>Explore the natural world around them.</p> <p><i>Key text: Story of a Storm</i></p>	<p>'Welcome': Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>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.</p> <p><i>Key text: Welcome</i></p>	<p>Local area and early map making: Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p><i>Key text: Rosie's Walk</i></p>	<p>The natural world around us: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p><i>Key text: Dinosaur's Day Out</i></p>		

KS1:

Year 1		<p>Weather and climate</p> <p><i>How do the seasonal and daily weather patterns change in our local area?</i></p>		<p>United Kingdom</p> <p><i>What is the United Kingdom and where are we within it?</i></p>		<p>Local Area We live in Grimsargh!</p> <p><i>How have the human and physical features of Grimsargh changed over time?</i></p>
Year 2	<p>Continents and Oceans</p> <p><i>Where in the world am I?</i></p>		<p>Hot and cold places</p> <p><i>Where are the world's hot and cold places?</i></p>		<p>Mugumareno Village, Zambia</p> <p><i>How does Grimsargh compare to Mugumareno Village?</i></p>	

KS2:

Year 3		Climate zones <i>How do the climate zones influence the weather and seasons?</i>	North America <i>Where is North America and how do the countries within compare to Grimsargh?</i>			Rio and South-East Brazil <i>How is my life linked to Brazil?</i>
Year 4		Rivers <i>What is a river and why are they so important to communities?</i>		Rainforests <i>Why should humans look after the rainforests?</i>	South America – The Amazon <i>Where is the Amazon Basin and what would we find there?</i>	
		<i>Fieldwork opportunity</i>				
Year 5		Mountains <i>What are the key aspects of a mountain landscape?</i> <i>Fieldwork opportunity</i>		Volcanoes and earthquakes <i>What would it be like to live near a volcano?</i> **see note below		European region <i>How does our life in Grimsargh compare to a European country?</i> <i>(Focus on Greece, Athens)</i>
Year 6		United Kingdom (**Climate zones) <i>How has the United Kingdom changed?</i> <i>Fieldwork opportunity</i>	Local area and region <i>How does our local area and region meet the needs of the population?</i> <i>Integrates fieldwork</i>			

** Current Y3 (24/25 Year 5 and 25/26 Year 6) – focus on Earthquakes in Y5 and in Y6 focus on Climate Change instead of Local area topic.

Teaching Approaches, Time Allocation, Classroom Organisation

A variety of teaching techniques are presented to children throughout their geography lessons. These include:

- Quality First Teaching.
- Mixed ability group work where children can discuss information and use their skills with a group or learning partner.
- Class discussions where children can contribute with their own opinions and understanding.

Opportunities for 'sticky learning' through:

- The use of role-play to consider contentious issues.
- The use of visual aids and multimedia resources in presenting materials to the children.
- The use of reading materials and books to support teaching, learning and research in geography.
- The use of fieldwork where possible so that children gain first-hand experience of a locality and contrasting environments.
- Integrated use of Computing.
- Speakers or visitors with relevant experience and from a diverse background.
- Extended writing opportunities within geography lessons.
- The teaching of geography through art/DT such as using collage or model making.

The organisation of the classroom will vary according to the activity that is being carried out depending on resources used, viewing audio visual aids, group work or role play.

The planning of geography at Grimsargh St Michael's

EYFS will plan using the curriculum overview for geography and also the Oddizzi plans and resources which are relevant to the EYFS ELGS. Continuous Provision planning will include links to the Understanding the World ELGS.

KS1 and KS2 will use the Medium-Term Planning document from Oddizzi for each unit of work, to plan a concise, concept driven sequence of learning. Teachers will show fidelity to Oddizzi but if teachers have any further resources or plans they would like to include, they can adapt as necessary

Resources

Oddizzi will be used as the main resource, providing extensive activities, medium term plans, knowledge organisers, maps, class links across the world and comprehension tasks. Some physical resources are stored in the nurture room and individual teachers will have some topic specific resources kept in class. Resources are purchased from within the geography subject budget in accordance with the needs of the staff, and feed into the geography development plan.

Teachers will make use of the Lancashire Library Loans service to enhance teaching and learning through a range of fiction and non-fiction texts.

Assessment, Recording and Reporting.

The subject approach to assessment, recording and reporting follows the whole school policy guidelines.

All pupil's work is given verbal feedback and discussions between the teacher and the child are used to progress vocabulary, ideas and knowledge.

At the end of each term, the class teacher will use the KLIP's and also the progression document to assess whether children are working above, at or below the expected standard in geography.

Inclusion and the Geographical Curriculum

Each teacher will be aware of the needs or statements/individual education plans of the children in the class that they are teaching. Teachers take account of the three principles of inclusion set out in the National Curriculum that relate to how teachers plan and teach the curriculum through:

- Setting suitable learning challenges
- Responding to diverse learning needs of pupils.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

These principles will be considered when developing the chosen geographic units for use in the classroom (short term planning).

Deeper Learners and Talented

Each class teacher will identify children who are more deeper learners for geography. Provisions will be put in place to help these children reach their full potential and lessons will be carefully planned to ensure these children are challenged appropriately.

Staff development

Staff development in this area of the curriculum is available through the county course programme and through meetings with colleagues from other educational establishments. Teachers who have attended geography courses report back to colleagues at the following staff meeting.

School INSET provides opportunities to compare developments in this area of the curriculum with other subject disciplines.

Fieldwork

This is a vital aspect of the geography curriculum. Where possible children are provided with opportunities to study topics within the outside environment. Use of the school grounds and local area is to be included in teaching and learning when appropriate.

See the Educational visits leader with regard to taking trips out of the school and the funding policy as agreed by the school governors.

Equal Opportunities

Children irrespective of ability, race or gender are given full access to the geography schemes of work. The use of differentiation by outcome allows children to respond to the work presented to them at the appropriate level.

Signed: Mrs Hannah Coupe

Date: September 2025

Review Date: September 2026

Agreed by the Curriculum Committee: 01.10.2025