

Hanley St Luke's Church of England Academy

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GEOGRAPHY POLICY

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Subject lead	Jo Whalley
Governor/Committee (where applicable)	For Statement of Principles Full Board

Our Vision:

Jesus said: 'I have come that they may have life and have it to the full.'

Promoting *life-long learning*

Developing *life-giving relationships*

Exploring *life-enhancing faith*

Inspiring *life-enriching aspiration*

This policy outlines the teaching, learning, organisation and management of the behaviour at Hanley St Luke's C of E Primary Academy.

At Hanley St Luke's our Mission is to:

- Promote Christian belief and practice and to encourage the moral and spiritual development of all people in our school.
- Develop in each person a sense of self-worth and the necessary qualities to become a full and valuable member of British society
- Encourage the full academic potential of each child.
 - In our school we promote honesty, courtesy, kindness, perseverance and respect. We celebrate all our many differences and diversity, believing each individual is special and valued by God.

Geography Curriculum Policy

This policy outlines the purpose, nature and management of the Geography taught and learned in Hanley St. Luke's Church of England Academy. We recognise that pupils are entitled to quality geography teaching and the acquisition of life long geographical skills. Geography is a foundation subject within the National Curriculum. The purpose of this policy is to state how the school intends to make this provision.

What is 'Geography'?

The National Curriculum Purpose of Study states that:

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.

Aims

The school's aims are to:

- provide a relevant, challenging and enjoyable curriculum for geography for all pupils;
- meet the requirements of the national curriculum programmes of study for geography.
- to respond to new developments in the geography curriculum;
- to equip pupils with the confidence and capability to use geographical skills throughout their later life;
- to develop the understanding of how to use technology safely and accurately to widen pupils' geographical knowledge and curiosity.

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

- gain knowledge and understanding of places in the world;
- increase their knowledge of other cultures and, in so doing, develop a respect and understanding of what it means to be a positive citizen in a multi-cultural country;
- learn graphic skills, including how to use, draw and interpret maps;
- know and understand environmental problems at a local, regional and global level;

- show a commitment to sustainable development and an appreciation of what 'global citizenship' means;
- 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.

Rationale

A high quality geography education should inspire in pupils a curiosity and fascination about the world that will remain with them for the rest of their lives. Our school believes that geography is an enquiry led subject that seeks answers to fundamental questions such as:

- Where is this place?
- What is it like? (And why?)
- How and why is it changing?
- How does this place compare with other places?
- How and why are places connected?

Objectives

EYFS -Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- 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.
- 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.
- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- 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.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

By the end of key stage 1 pupils should be taught to:

- name and locate the world's 7 continents and 5 oceans
- name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas
 - understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to:
 - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
 - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment

By the end of key stage 2 pupils should be taught to:

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
 - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America
 - describe and understand key aspects of:
 - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
 - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

Resources and access

We have a range of quality resources which support our geography teaching across the school. These include for e.g. age appropriate atlases for Early Years, KS1 and KS2 and we have a varied selection of geography topic books kept in the library or in classrooms. There is a range of educational software to support the children's individual research in the classes (ipads, STEM lab, Now Press Play) and recommended websites are brought to the attention of specific year groups during staff meetings and training. Every class has a large A1 map of the world and of the UK displayed at all times for constant general use and referencing throughout the day, week, year. Fieldwork visits are planned into topics to enhance learning where appropriate.

Curriculum and Planning

We use the National Curriculum for geography as the basis for our planning. We incorporate the scheme of work into our creative curriculum according to the current topics being studied by each year group. We include trips out that offer exciting and interesting learning opportunities that enhance our geography topics. These include: Year 2 visit the National Forest Adventure Farm in Burton where they focus on using a map of the farm which is followed up back in the classroom. Years 2-5 visit the local Stanley Head outdoor education centre for day visits and Year 6 have 2 days there as the basis of their Rivers topic where they focus on the River Dane.

Our curriculum planning is in 3 phases-long term, medium term and short term. Our long-term plan maps the geography content spread over the creative curriculum topics. Some topics have a greater focus on geography than others. Together with the curriculum leader, the geography subject leader works this out in conjunction with teaching colleagues in each year group. We often aim to combine the geographical study with work in other subject areas. At other times we arrange for the children to carry out a geographical study independently.

Our medium-term plans identify which areas of the National Curriculum are covered in each topic. Medium-term plans give details of each unit of work for each term. They include the ABC of our curriculum structure: A-Curriculum Breadth (key knowledge, skills and standards.) B-Threshold Concepts (key aspects of geography which build upon conceptual understanding and therefore can be repeated many times.) C-Progression of Learning (stages of understanding from basic, advanced and deep.) The geography subject leader reviews these plans on a regular basis.

Teachers within each year group work together to plan for each lesson and to ensure consistency in both classes. These lesson plans list specific learning challenges. The class teachers then make their own daily plans based on the Geography powerpoint. This ensures that learning is consistent, knowledge is reviewed at the start of every lesson, children become familiar with maps of the UK and the World, learning is reflected on at the end of the lesson and geography jobs and careers are linked to the children's learning. All planning can be discussed with the geography subject leader on an informal basis if required.

We plan the topics in geography so that they build upon prior learning. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the whole school scheme of work, we offer them an increasing challenge as they move up the school.

Assessment and record keeping (Teaching and Learning and Assessment Policy)

Teachers regularly assess capability through observations and looking at completed work. Key objectives to be assessed are taken from the national curriculum to assess key geography skills. Assessing geography work is an integral part of teaching and learning and central to good practice. It should review the way that techniques and skills are applied purposefully by pupils to demonstrate their understanding of the concepts of geography. Both formative and summative assessment are carefully planned into every lesson. As assessment is part of the learning process it is essential that pupils are closely involved. Pupil's progress is assessed and recorded during the year through normal teacher planning and observation. At the end of most lessons the children will complete '*2 things they have learned*' either with words, pictures, phrases or sentences. Assessment will be gathered from observations, questioning, marking and self assessment, to give a clear picture of each child's achievements and to identify which areas are for development in future work. This information will be passed onto parents in the yearly school report, and also on to the next teacher at the end of the year.

Assessment can be broken down into;

- Formative assessments are carried out during and following short focused tasks and activities. They provide pupils and teaching staff the opportunity to reflect on their learning in the context of the agreed success criteria. This feeds into planning for the next lesson or activity.
- Summative assessment should review pupils' capability and provide a best fit description (working towards, working at or working beyond expected level). Use of independent open ended tasks, provide opportunities for pupils to demonstrate capability in relation to the term's work.
- Teachers also use the app Seesaw to record pupils' works and as a method of pupils evidencing independent work.

Monitoring and evaluation

The subject leader is responsible for the standard of the children's work and the delivery of the geography curriculum. Review of subject standards and teaching quality follow the standard school performance management procedures. The 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.

The role of the Subject Leader

- The subject leader is responsible for producing a geography development/action plan and for the implementation of the geography policy across the school.
- To offer help and support to all members of staff (including teaching assistants) in their delivery of geography activities.
- To maintain and order resources and advise staff on the use of materials, equipment and books.
- To monitor the children's geography work, looking at samples of different abilities from each year group through walk rounds, pop-ins and pupil book studies throughout the year.
- To manage the geography budget.
- To lead staff training on new initiatives.
- To attend appropriate in-service training and keep staff up to date with relevant information and developments.

- To have enthusiasm for geography and encourage staff to share this enthusiasm.
- To keep parents and governors informed on the implementation of geography in the school.

Geography lead – Jo Whalley

Policy updated September 2025