



GEOGRAPHY POLICY

GDPR

Data will be processed to be in line with the requirements and protections set out in the UK General Data Protection Regulation.

Policy to be reviewed every 3 years
Reviewed by D Evans-Bolger 10/10/2025
Reviewed by Governors: not applicable governor reference only
Next review date: Autumn 2028

GEOGRAPHY POLICY

INTRODUCTION

Geography is a foundation subject of the National Curriculum. This document outlines our school's policy regarding the teaching of Geography at St Bartholomew's Primary School.

The policy reflects the consensus of opinion of the whole teaching staff and has the support and agreement of the Governing Body.

The implementation of this policy is the responsibility of all members of the teaching staff.

AIMS

The study of Geography should enable pupils:

- to stimulate an interest in their own surroundings and in the world as a home of mankind
- to appreciate the variety of physical and human conditions on the Earth
- to understand what it means to live in one place rather than another
- to develop pupils competence in specific geographical skills
- to increase their knowledge and understanding of the changing world.
- to enable children to know and understand environmental problems at a local, regional and global level;
- to foster a sense of responsibility for the earth and its resources.

ENTITLEMENT

The National Curriculum Programme of Study for Geography is based on the development of skills and the development of knowledge and understanding about places and themes, which can be found in appendix 1.

Foundation Stage

In Foundation Stage the geographical aspects of learning are set out in the Understanding the World part of the Early Years Foundation Stage Curriculum. Geography makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world through activities such as studying the school grounds, looking at the local area and noting likes and dislikes.

All pupils at Key Stage 1 are given opportunities:

- a. Investigate the physical and human features of their immediate surroundings
- b. Undertake studies that are based on direct experience in the locality of the school
- c. Undertake studies beyond their own locality, both within and outside the United Kingdom

All pupils at Key Stage 2 are given opportunities to:

- a. Investigate places and themes across a widening range of scales.
- b. Undertake studies that involve fieldwork and classroom activities.
- c. Develop the ability to recognise patterns, for example, variations in rainfall between places and to apply their knowledge and understanding to explain them.
- d. Become aware of how places fit into a wider geographical context.

IMPLEMENTATION

DfE guidance (statutory and non-statutory) is followed for planning. Cross curricular topic based work is sought wherever possible.

Places

At Key Stage 1 the children will be introduced to the locality of the school, a contrasting UK locality and a global locality, as detailed in the Geography Programme of Study.

At Key Stage 2 the children will study a locality in the United Kingdom and a contrasting locality worldwide. The location knowledge on maps of the United Kingdom, Europe and the is linked in with these studies.

Skills

The four aspects of geographical skills (Observing and Describing, Questioning and Investigating, Making Maps and Using Maps) are integrated with work associated with places and themes. There is a balance between all four aspects.

Themes

There is a balance between Physical, Human and Environmental Geography. The themes are taught within the study of an appropriate locality.

Children are given opportunities to use a wide range of different styles and types of maps appropriate to the activity being undertaken.

Year groups will be responsible for the planning and teaching of geography.

Activities within the classroom and further afield are planned in such a way as to encourage full and active participation by all children irrespective of ability.

Children are given opportunities to use appropriate geographical software in Geography and ICT lessons.

In our studies of localities, equal emphasis is given to the roles of both genders at all levels of society. All our studies of localities include consideration of environmental issues and sustainability.

All out-of-school activities comply with the guidelines in the school's Health and Safety Policy. When engaged in fieldwork children are expected to show respect for other people and the environment.

Children will have opportunities to use a wide variety of resources. Some resources are kept in the Geography resource area in the PPA room. The internet is a vital resource for research in geography.

ROLE OF THE GEOGRAPHY CO-ORDINATOR

1. To undertake responsibility for geography and co-ordinate development, organisation and implementation throughout the school.
2. To audit current practice.
3. To monitor and review the policy.
4. To support colleagues in the teaching and development of learning in Geography.
5. To promote good teaching practice.
6. To be aware of national and local developments in geography.
7. To order, replace and organise necessary equipment within the constraints of the school budget.

EQUAL OPPORTUNITIES

At St Bartholomew's we ensure that all children have the opportunity to extend their geographical ideas regardless of gender, race, class, physical or intellectual ability.

- *All children* are to be equally encouraged and valued.
- Access is provided to all activities, physically less able children are encouraged to participate and integrate in geographical activities in the classroom.
- Support is provided for those children experiencing difficulties. Extended activities may be provided for those who are more able.

PLANNING

Shared planning in year groups ensures all children have equal access to the curriculum. Resources are shared within year groups. Special consideration is given to developing the multicultural aspects of geography and taking advantage of any cross-curricular links, this may include use of the ICT suite and online, paid for resources. The co-ordinator will support the planning and implementation of any new aspects of geography teaching, including changes to units of work taught. Where appropriate, links with forest school will be utilised.

DIFFERENTIATION

Where appropriate, work may be provided at different levels which meet the wide range of children's needs within the class. As pupils progress through school, they use more demanding vocabulary as well as consolidating the vocabulary they have learned in previous units of Geography. In geography lessons, pupils often revisit and activate prior learning. For example, at the start of lessons pupils may answer questions or complete a short task, which reactivates learning to ensure it stays in pupils' long-term memory.

INCLUSION

Teaching and learning will be modified appropriately for the children with SEN, including physical disabilities. Teachers will ensure that the work for children with disabilities is adapted where children are unable to manipulate tools or equipment. Teachers will use assessment techniques that reflect their individual needs and abilities.

HOMEWORK

Geography can provide opportunities for teachers to set worthwhile tasks that can be completed outside formal teach time.

Geography homework is not routinely sent home, but may be included on the half termly choices grid for each year group.

RESOURCES

Some resources, for example, OS maps, are stored in the Geography Resources Area in the PPA room. Staff should notify the Co-ordinator of any extra resources required.

A selection of books to support the Geography Programme of Study can be found in the School Library (cross ref. Library Policy) or are available for the LEA Library service.

Residential and non-residential trips develop geographical understanding. For example Bradgate Park, Dukes Barn and Beaumanor Hall.

MARKING

Work will be marked as per the requirements of the School's Marking Policy.

ASSESSMENT

Formative assessment is mostly carried out informally by the teacher in the course of their teaching in accordance with both the record-keeping and assessment policies. This may take the form of:

- Oral responses
- Observation
- Written work including diagrams

MONITORING AND EVALUATION

Monitoring and evaluation takes place according to the school's Monitoring and Evaluation Policy. Governors will be actively involved in monitoring and will adhere to the School's Monitoring and Evaluation Policy. (Guidelines for Governors)

REPORTING

Reporting to parents is done twice yearly through parent's evenings and the end of year report followed by an Open Evening.

HEALTH AND SAFETY

Health and Safety requirements will be monitored through the schools Health and Safety Policy

TIME ALLOCATION

At St Bartholomew's units of work are planned to have a duration of approximately half a term.

Sustainable Schools

Sustainability takes place according to the school's Sustainability Policy.