

St. Margaret's CEVAP School

Geography policy September 2025

Introduction

This policy outlines the teaching, organisation and management of geography taught and learnt at St Margaret's Primary.

The implementation of this policy is the responsibility of all teaching staff. The responsibility for monitoring and review rests with the geography co-ordinator.

The importance of Geography

The study of geography involves pupils in exploring the relationship and interactions between people and the environments in which they live and upon which they depend. Many of the pupils who now attend our school will live to see the next century and inhabit a world of 11 billion people. The many opportunities and challenges that will arise during their lifetime will be very much about geography – personal, local, national and global. From adapting and mitigating the impact of climate change to predicting natural hazards such as Tsunami and Earthquakes, to understanding the causes and effects of population migration around the world our pupils will need to know about geography and to think like geographers. Geography helps to prepare them for life in the 21st century with all of its currently unknown possibilities.

Our Aims

Through our teaching of geography, we aim to:

- stimulate pupils' interest in and curiosity about their surroundings
- increase their knowledge and understanding of the changing world
- encourage pupils to ask questions and propose solutions to environmental problems
- develop pupils' competence in specific geographical skills
- foster a sense of responsibility for the earth and its resources

Through Geography we can also:

- Improve pupils' skills in literacy, numeracy and ICT
- Develop pupils' thinking skills
- Promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues
- Develop pupils as active citizens

Inclusion, equality of opportunity and differentiation

Geography forms an integral and statutory element of a pupil's entitlement to learning and at our school we ensure that all pupils can engage with geographical learning and develop as young geographers irrespective of their race, cultural background, gender, religion, creed, level of intellectual ability or physical and emotional circumstances. Mutual respect and the fostering of empathy and community understanding at local, regional, national and global scales lies at the heart of the study of Geography and at our school we model this in terms of the inclusive nature of the learning and teaching we provide. Ensuring differentiation is a fundamental and core element of inclusion. As such we plan and resource our learning, in line with our whole school policies, to enable all pupils to make good and sustained progress in Geography including those with special educational needs, those with disabilities and those identified as Able Gifted and Talented for one reason or another; and those with English as an additional language. In our differentiation planning we take due regard of factors such as classroom organisation, learning materials and the learning environment. Differentiating by learning environment is as crucial as differentiating by task, outcome; learning style or aptitude and this is recognised through the inclusion of regular fieldwork opportunities in our geographical enquiries.

Strategies for the teaching of geography

Learning and Teaching in geography will be in line with the school's ***Teaching and Learning Policy***, where provision is made for all learning styles.

1. Most of the geography curriculum is taught using a topic based approach, teaching the pupils Key Skills identified for each year group and drawn from the National Curriculum programmes of study. Topics are chosen by pairs or teams of teachers (sometimes working together across two or three year groups). Long Term and Medium Term plans are drawn up by teachers to ensure coverage of the Key Skills identified for each year group.
2. The mode of working in geography is a mix of class teaching, cooperative groups and individual work.
 - a) Groups are usually of mixed ability and are encouraged to communicate their findings in a variety of ways.
 - b) Fieldwork is a purposeful and integral part of the curriculum.
3. Geographical work is recognised in general display or in communicating the results of geographical enquiry to the whole class.
4. As pupils' progress as geographers we recognise that whatever the content of their learning and the subject skills they are using our expectations of them must be focused on the following progression in subject outcomes:

Recognise – identify – Respond – Express – Basic Subject Vocabulary

Describe – Observe - Reason– Select – Speculate –Appropriate Subject Vocabulary

Classify – Categorise – Sequence – Compare and Contrast – Views and Opinions

Understanding through informed Explanation and Synthesis –Specialist Subject Vocabulary

Highlight and explain Links, Patterns, Processes and Interrelationships

Apply – Reach conclusions – Make judgements
Evaluate – Critique - Predict – Reflect – Hypothesise

In learning geography pupils will:

- o Use a range of sources such as people, the local environment, sites, photographs, portraits, artefacts, written materials, ICT based materials, data and digital sources
- o Investigate significant issues about the local and wider environment
- o Work in a variety of contexts - individually, in groups, as a whole class
- o Present their knowledge and understanding in a variety of ways such as through drama, art, models, various writing styles / genre, collage, timelines, sketches, maps
- o As they grow in confidence, begin to pose and investigate their own questions about the world around them

When teaching geography, we:

- o Always explain what we want pupils to know, understand and be able to do through the geography they are about to do
- o Often use a key question to direct pupils' thinking / enquiry
- o Vary the resources and activities to ensure each pupil can learn effectively
- o Use starters and plenaries to ensure students fully understand what they are learning, how they learn and how well they are progressing

To assess pupils' progress in geography we:

- o Gather evidence of what individual pupils know, understand and can do in geography by observing them at work, listening to and discussing with them, and evaluating any work they produce.
- o Make periodic and end of key stage judgements using the levels of attainment statements.
- o Report annually to parents in a written report.

Monitoring and Evaluation

To monitor and evaluate geography the co-ordinator:

- o Supports teachers via observing and giving feedback.
- o Holds periodic monitoring sessions to further develop the assessment portfolio
- o Reviews resource provision
- o Monitors current practice, and teachers' medium term planning.
- o Develops assessment and record keeping to ensure progression and continuity.

- o Keep abreast of developments in geography education and media usage.

Resources

Most resources are stored in the Geography cupboard in the Sunshine room. Each classroom has a globe, atlas and a world map. All classrooms have interactive whiteboards. There is a range of Geography based reference material in the school library.