 ***Banks St. Stephen’s Church of England Primary School***

***“Belonging, Serving, Succeeding”***

Vision for Banks St. Stephen’s Church of England Primary School

“We actively promote a sense of pride in belonging to this community. Leading by example, we seek opportunities to serve God by serving others.  We are ambitious for each individual and determined to enable every member of the school community to flourish and succeed.”

**Geography Policy for Key Stages 1 and 2**

**At Banks St Stephen’s CE Primary School, our geography curriculum is designed with the intention that learning should:**

* Inspire a lifelong interest in the world, starting with our local area and community.
* Equip children with the skills to explore and understand their surroundings and the wider world.
* Encourage responsibility for the environment and pride in their local community.

#### **Principles**

* Develop confident, curious, and independent geographers who ask questions about their local area and beyond.
* Ensure learning builds progressively, connecting knowledge to embed it in long-term memory.
* Promote respect for diverse places, people, and cultures, valuing different perspectives and environments.
* Encourage pride in geographical learning, celebrating personal and collective achievements.

**Learning Culture**

To enable children to learn well, the school will develop a culture where children:

* Enjoy exploring the world through geography
* Feel safe and supported in sharing their ideas
* Interact respectfully with diverse people, places, and viewpoints
* Take risks by asking questions and exploring new concepts
* View mistakes as opportunities to deepen understanding
* Persevere when faced with challenges in their geographical learning
* Respond positively to high expectations in their geographical work

And where adults:

* Build positive relationships that inspire curiosity about geography
* Set high expectations for children's geographical understanding and skills
* Consistently guide behaviour and engagement in geography lessons
* Model enthusiasm, inquiry, and respect for the subject
* Treat all children fairly and with respect, reflecting Christian values and ethos
* Encourage and celebrate achievements in geographical learning

This geography learning culture will be actively taught, quickly established, and continuously reinforced, with children involved at every stage.

**School Values in Geography**

**Belonging**

* Develop a sense of belonging by exploring the local area.
* Connect children’s geography learning to their own community.

**Serving**

* Encourage children to understand the role of geography in serving the community.
* Discuss how different regions serve the needs of their people.

**Succeeding**

* Inspire children to succeed in geographical knowledge and skills.
* Foster success in exploring and solving geographical problems.

**British Values in Geography**

**Democracy**

* Encourage children to express views on geographical issues.
* Discuss democratic decision-making in local and global contexts.

**The Rule of Law**

* Understand laws protecting the environment and resources.
* Discuss regulations around conservation and land use.

**Individual Liberty**

* Empower independent thinking and investigation in geography.
* Explore how geography impacts lifestyle and choices.

**Mutual Respect**

* Promote respect for different cultures, beliefs, and environments.
* Discuss how geography shapes people’s lives and communities.

**Tolerance of Different Faiths and Beliefs**

* Learn about the global diversity of communities and the geographical factors that impact them.

**Effective Teaching and Learning in Geography**

**Teachers will:**

* Have solid geographical knowledge and effective teaching methods.
* Choose the best approach for each geographical topic.

**Geography teaching will help pupils retain knowledge by:**

* Sequencing lessons for progression.
* Making connections between topics (Interleaving).
* Regularly revisiting key content (Spacing).
* Using quizzes and questioning to aid recall (Retrieval).
* Encouraging talk and discussion (Elaboration).
* Presenting information in various ways (Dual coding).
* Designing tasks to avoid memory overload (Cognitive Load Theory).

**Teaching strategies will include:**

* Paired and group discussions.
* Investigating problems and conducting research.
* Explaining and reasoning about geographical ideas.
* Sharing findings in different formats.
* Practising and applying skills.
* Whole-class and group lessons.
* Independent and collaborative learning.
* Using geographical resources (maps, IT).
* Asking and answering geographical questions.
* Fieldwork and site visits – Martin Mere, Flavour Fresh
* Creative and physical activities
* Debates and presentations on geographical issues.
* Design and making projects.
* Setting geographical challenges.
* Producing work for different audiences.

Children will take responsibility for their geography learning, reflecting on challenges and improving understanding

**Learning Environment in Geography**

**The geography learning environment will:**

* Maximise geographical learning.
* Be organised and tidy to support focus.
* Encourage independent use of geographical resources.
* Be rich in geographical language and concepts.
* Be welcoming, attractive, and well-organised.
* Show respect for all geographical resources.

**Displays might include:**

* Celebrating achievements in geography.
* Supporting organisation with visual aids (maps, labelled resources).
* Promoting independence through prompts for geographical tasks.
* Supporting learning with working walls, examples, and WAGOLLs (What a Good One Looks Like).
* Providing challenge through geographical questions.
* Reflecting current geographical topics/themes.
* Displaying vocabulary to support geography learning.

**Teaching and Assessment for Geography:**

* Assessment for learning will guide lesson planning to ensure progress.
* Prior understanding of geographical topics will inform lesson planning, ensuring a progression of knowledge and skills.
* Planning will be shared with TAs to support effective teaching.

Children will be able to answer questions about what they are learning in geography, not just what they are doing.

**Stage 1 - Planning: Geography**

**Classroom:**

**Checklist**

* Displays – Show effort, highlight mistakes, not perfect.
* Class rule – Help each other to learn about geography.
* Class layout – Group desks for collaboration.
* Teacher’s desk – At the front, tidy, for feedback, not for queueing.
* Additional spaces – Quiet area for independent research.

**Unit Planning Phase**

Before planning, consider:

* Key geographical knowledge and vocabulary – Consult subject leader if needed.
* Worksheets – Only use if essential.
* Learning objectives – Clear and focused.
* Connections between ideas – Link human, physical geography, and locations.
* Unit planning – Focus on progression across the unit.

**Resources Needed**

* Curriculum plans – Align with unit content.
* Previous unit assessment – Understand students’ current level.
* Knowledge organisers – Key terms, concepts, and skills.

**Checklist**

* Clear geography curriculum – Follow it closely.
* What do students already know?
* End-of-unit knowledge – Places, terms, processes, key people.
* Representations/explanations – Maps, diagrams, digital tools.
* Address misconceptions – Correct misunderstandings.
* Connections to key knowledge – Link local and global geography.
* Sequencing – Logical progression of concepts, revisiting key ideas.

**Lesson Planning Phase: Geography**

**Before planning, consider:**

* Focus of the lesson – What geographical concept will be taught (landforms, climate, local geography)?
* Teach the subject – Prioritise geographical knowledge and skills.
* Cognitive load – Plan activities to balance students' mental effort.
* Know your students – Consider their mindsets, interests, prior knowledge, and home life.
* Pedagogical content knowledge – Use best practices for teaching geography.

**Resources needed:**

* Unit plan – Ensure it aligns with the broader geography curriculum.
* Knowledge organiser – Key terms, maps, concepts.
* Planned resources – Maps, atlases, images, technology.

**Checklist:**

* End-of-lesson outcomes – What key geography knowledge and skills should students demonstrate by the end? What’s critical? Optional? How will you assess success (questioning or tasks)?
* Activities to stimulate thinking – Which tasks will make students apply geographical concepts (mapping skills, comparisons)?
* Cognitive load – Where might the students feel overwhelmed? How can you simplify the task or provide support?
* Managing challenge – How can you guide students through complex geographical ideas?
* Flexibility – When might you adjust the plan to respond to students' needs or interests in geography?

**Geography Learning Objectives:**

* Clear and focused – Focus on specific geographical knowledge or skills (identifying physical features, comparing climates).
* Displayed at the right time – Show at the beginning of the lesson and refer back to throughout.
* Discussed and explained – Ensure students understand the objective and its relevance to geography.
* Based on prior knowledge – Build on what students already know about the physical and human geography of the area.
* Written in the format: "To... Example: "To identify the key physical features of a landscape."
* Referred to throughout the lesson – Continuously reference the objective to ensure focus.

**Geography Success Criteria:**

* Identified by the teacher during planning – Determine key geographical concepts to focus on.
* Break down the learning – Outline specific steps (Example: identifying physical features, mapping locations).
* Include steps or 'ingredients' for success – Focus on skills like using maps, identifying landforms, or comparing regions.
* Short and possibly visual – Use visuals like maps or diagrams to support criteria.
* Generated with the children – Involve children in setting criteria (Example: "What do we need to know to describe a place's climate?").
* Written up and referred to during the lesson – Refer back to success criteria as a guide.
* Gradually withdrawn – As students gain confidence, reduce the prompts and encourage independence.

**Stage 2 and 3- Teacher input and children completing task**

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| **Fixed Mindset** | **Growth Mindset** |
| "I’m not good at geography.” | “What am I missing?” |
| "I’m awesome at this." | “I’m on the right track." |
| "I give up." | "I’ll use some of the strategies I’ve learned." |
| "This is too hard." | "This may take some time and effort – it will help my brain grow." |
| "I can’t make this any better." | I can always improve, so I’ll keep trying." |
| "I just can’t do geography." | "I’m going to train my brain in geography." |
| "I will never be that smart | "I’m going to figure out how it’s done." |
| “I made a mistake.” | "Mistakes help me learn better." |
| "It’s good enough." | "Is that really my best work?" |
| "Plan ‘A’ didn’t work." | "Good thing the alphabet has 25 more letters." |
| "I quit!" | "I won’t give up." |

**Review of Learning/Plenary in Geography** **will:**

* Allow teachers to adapt based on students' geographical understanding.
* Reflect on the learning of geographical concepts that have taken place.
* Review progress towards geographical objectives and success criteria.
* Address misconceptions about geographical knowledge, provide improvements, and add further challenges.
* Allow time to reflect on the "how" of geography learning, not just "what" has been learnt.

**Outcome will**:

* Be measured by what geographical knowledge students have achieved by the end of the lesson.
* Include the evidence of learning through geography-related activities.
* Provide sufficient time for children to acquire meaningful geographic knowledge.

**Challenge for All Geography Teaching will**:

* Be appropriately pitched to the students' level of geographical knowledge.
* Support children to develop their geographical skills.
* Extend and challenge children who grasp geographical concepts more quickly.
* Be adaptive throughout the lesson to meet various geographical learning needs.
* Address EHCPs/IEPs for children with SEND.

**Adult Input in Geography Lessons**:

* Provides clear overviews of geographical objectives.
* Outlines key geographical content to be covered.
* Signals transitions between geographical topics.
* Addresses misconceptions about geography.
* Reviews main geographical ideas taught.

**Geography Teachers will also**:

* Model geographical learning and engage children in geographic inquiry.
* Use interactive and engaging geographical teaching strategies.
* Ensure appropriate pacing to maximize learning of geographical concepts.
* Respond to ongoing assessment, adapting teaching as needed in geography.
* Generate success criteria relevant to geography topics.
* Be flexible depending on the geographical learning taking place.

**Questioning in Geography**:

* Questions will be asked to assess geographical understanding, challenge, and deepen thinking.
* Different types of questions will be used, including open and closed questions about geographical concepts.
* Questioning will be tailored to children's understanding of geography.
* Opportunities for children to ask their own geographical questions will be planned.

**Feedback & Marking in Geography**:

* Regular feedback will be given about geographical progress.
* Marking will identify success and areas for improvement in geographical knowledge and skills.
* Feedback will focus on geographical objectives and success criteria.
* Opportunities will be given for children to respond to verbal feedback in geography.
* Live marking informs future geography teaching, planning, and interventions.

**Self & Peer Assessment in Geography**:

* Children will assess their own and peers' geographical understanding.
* Guidelines for geographical self-assessment and peer assessment will be agreed upon.
* This will help children address misconceptions and make improvements in geographical learning.

**Vocabulary in Geography**:

* Teachers will model correct geographical terminology.
* Pupils will be encouraged to use full sentences and extended answers, particularly in geography.
* Opportunities will be taken to extend children's geographical vocabulary.
* Subject-specific vocabulary from previous years will be revisited regularly.
* Displays will promote geographical vocabulary.

**Opportunities to Develop Geography Skills**:

* Opportunities will be planned for children to develop and apply their geographical knowledge and skills across the curriculum.

**Deployment of Teaching Assistants in Geography**:

* TAs will support geography learning by assisting with understanding and engagement in geography lessons.
* They will provide targeted interventions based on geographical needs.
* TAs will help scaffold geographical learning while encouraging student independence.
* TAs will work closely with teachers to ensure effective support in geography lessons.

**Role of Curriculum Subject Leaders in Geography**:

* Subject Leaders will ensure the geography curriculum aligns with the school's goals and ensures progression.
* They will monitor teaching of geography, providing feedback and support.
* They will support staff development in geographical pedagogy.
* They will assess geographical progress and resource management.
* Subject Leaders will communicate with staff and governors about geographical developments.

**Role of Parents in Geography**:

* Parents will be kept informed about their child’s progress in geography through end of year reports.
* The school's geography curriculum will be shared with parents via the website.

**Role of Governors in Geography**:

* Governors will monitor the effectiveness of the geography curriculum and its teaching strategies.
* They will allocate resources effectively to support geography teaching.
* Governors will ensure that geography teaching meets health and safety regulations.
* They will ensure professional development for staff in geography teaching.

**Monitoring & Evaluation of Geography Teaching**:

* The geography teaching policy will be reviewed regularly.
* Geography teaching will be monitored through observations, feedback, and self-evaluation processes.
* Regular reviews of geography teaching strategies will ensure continued improvement in the subject.

**Review**

This policy was ratified by governors January 2025 and will be reviewed in October 2026