



St Bartholomew's C of E Primary School **Geography Policy 2025-2027**

Our Christian Vision

Believe Achieve Respect Together Succeed

B – We **believe** we will flourish in God's family.

A – We know that everyone in St Bart's can **achieve**.

R – We **respect** everyone in our family.

T – **Together** we support and help each other.

S – As part of God's family we support everybody to **succeed**.

Safeguarding

St Bartholomew's C of E Primary School is committed to safeguarding and promoting the welfare of its pupils. We believe all staff and visitors have an important and unique role to play in the protection of children.

Purpose of Geography and our intent

Geography at St Bartholomew's inspires our children to see beyond their current locality. We create global citizens who have a hunger and desire to one-day travel the world. Lots of our children haven't ever visited other places. This means that first hand experiences have been limited, so we endeavour to provide them for them. From a young age, our children see the issues of how climate change is destroying our beautiful planet and we are motivated and driven to make a real change in the world that we live in. We also celebrate our local area and everything that Armley and Leeds have to offer.

Our high-quality geography education inspires pupils and creates a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching equips 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. At St Bartholomew's, we value our diverse community that we serve and embrace and celebrate where children come from.

As pupils progress, their growing knowledge about the world helps 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 frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

A focus on local human and physical geography will continue to be an area for development during the 2025-2027 academic years; with a focus being on pushing local, low-impact, eco-friendly fieldwork.

Aims and objectives for KS1 and KS2

Geography at St Bartholomew's is split into 4 main areas of teaching: locational knowledge, place knowledge, human and physical geography and geographical skills and fieldwork.

Geography teaches an understanding of places and environments. Through their work in geography, children learn about their local area, and they compare their life in this area with that in other regions in the United Kingdom and in the rest of the world. They learn how to draw and interpret maps, and they develop the skills of research, investigation, analysis and problem-solving. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures. Geography teaching also motivates children to find out about the physical world, and enables them to recognise the importance of sustainable development for the future of mankind. We to develop independent and creative thinking skills in our pupils. The objectives of teaching geography in our school are:

- To enable children to gain knowledge and understanding of places in the world;
- To increase children's knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country;

- To allow children to learn graphic skills, including how to use, draw and interpret maps;
- To enable children to know and understand environmental problems at a local, regional and global level;
- To encourage in children a commitment to sustainable development, and an appreciation of what 'global citizenship' means;
- To develop in children a variety of other skills, including those of enquiry, problem solving, computing, investigation, and that of presenting their conclusions in the most appropriate way

EYFS

We teach Geography in the EYFS as part of the Foundation Stage of the National Curriculum, we relate the geographical aspects of children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. Geography makes a significant contribution to the development of each child's knowledge and understanding of the world, through activities such as recording weather, looking at seasons and clothes and food from around the world. Here at St Bartholomew's we are very aware of how important the first steps are and we plan to build on the prior knowledge, that children have acquired on in EYFS, through carefully planning in KS1.

KS1

In Key Stage 1 children develop knowledge about the oceans, the continents, the world, the United Kingdom and their locality. They learn basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observations, to enhance their locational awareness. They will complete a local study and learn about how Armeiy/ Leeds is different to other places around the world.

KS2

In Key Stage 2 children extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, Asia, Caribbean and South America. This includes the location and characteristics of a range of the world's most significant human and physical features. They develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. They will know the importance of sustainability and the effect climate change is having on Earth and how they can help slow it down or reverse it. They will be aware of how Fair Trading impacts people's lives for the better. All the topics taught throughout school will build on prior knowledge and skills and will be revisited throughout the curriculum, such as the children learning about mountains and volcanoes in Year 6 will have prior knowledge of tectonic plates from when they learnt about volcanoes in Year 4.

Planning of Geography

Class teachers will plan Geography using the objectives set by the National Curriculum via the Connected Geography and also with the use of Oddizzi to further enhance lessons. At St. Bartholomew's, teaching of geography will be weekly through high quality, engaging lessons with a strong overarching topic that links directly to the National Curriculum. Teaching of geography will take place on a half-termly or termly basis, topic dependent.

Assessment

We assess the children's work in Geography while observing them working during lessons. Geography is then assessed in accordance with the school's assessment policy and will be added to Sonar at the end of each topic, the children will be assessed against the six statements. This enables the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. We pass this information on to the next teacher at the end of each year. Topic books will no longer be used Geography will have its own book which will be used for two consecutive years, which will show progression, coverage and a build-up of skills across the two years. Having a sole Geography book will show the importance we place on this subject. Other lessons which do not require work in books will be showcased in the class floor books to further evidence children's work.

Monitoring and review

The monitoring of the standards of children's work and of the quality of teaching in Geography is the responsibility of the subject leader, who will do drops ins, book and work scrutiny throughout the year and also talk to pupils to check their sticky knowledge and understanding of the work covered in lessons. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in Geography and providing a strategic lead and direction for

this subject in the school. The subject leader reviews and evaluates the action plan, budget and planning annually.

Resources

Geography resources are kept in phases and it is their responsibility to store them, if any additional resources are needed, the order will be put in through the Geography Leader and taken from that year's budget. Atlases and maps are kept up to date with developments in the political and physical world they will be stored together. Phase leaders are responsible for ordering consumable products but must seek permission from the Geography leader before submitting the order. A range of fiction and non-fiction books have been also being purchased to further promote Geography, they will be showcased and children will be encouraged to read them whilst studying that specific top e.g. mountains, the water cycle and sustainability. Trips to support the Geography curriculum will take place throughout the year.

Geography and supporting children with EAL:

Teachers will take account of those pupil's needs by adapting and making provision where necessary to enable all pupils to participate effectively. Such provision may be as follows:

- Oral rehearsing and opportunities for drama, role play to embed ideas
- Providing first hand opportunities such as educational visits, handling artefacts etc.
- Use of ICT to provide video clips, audio opportunities, virtual fieldwork and support tools.

Differentiation and Special Needs:

Within each class, children have a wide range of abilities and needs, including those with special educational needs and disabilities (SEND) and those working at greater depth. Teachers are expected to use adaptive teaching to ensure all pupils can access the curriculum and achieve well. This may include scaffolding tasks, breaking learning into manageable steps, providing additional adult support, or offering alternative methods of recording.

Well-structured collaborative work will enable pupils to support one another, promoting inclusion and strengthening understanding for all. More able pupils will be provided with carefully designed opportunities to extend their thinking and apply their knowledge in greater depth, through the use of 'What if Challenges'.

By planning stimulating, well-differentiated activities and using a wide variety of resources, teachers will increase pupil motivation and engagement. This approach reduces barriers to learning, supports positive behaviour, and promotes a classroom environment where every child can succeed.

Reviewed on 22/09/25 L. Smith Geography Leader)

Review Date: December 2027