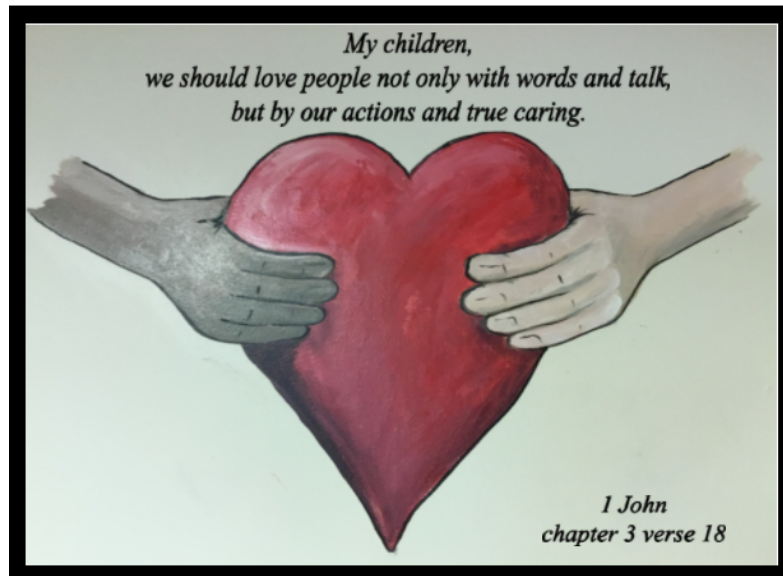




GEOGRAPHY POLICY

ST. LUKE & ST. PHILIP'S PRIMARY, A CHURCH OF ENGLAND ACADEMY



VISION STATEMENT

'The family of St Luke and St Philip's will ensure excellence is encouraged, minds are opened, diversity is embraced, respect is expected and talents are nurtured under the umbrella of God's love.'

ETHOS

Our school provides grounding in the Christian Faith for all its children with emphasis on collective worship as part of its daily life. Our Christian values of trust, truth, love, peace and thankfulness are built into the ethos and teaching of our school with the support of all Governors and staff for its Christian foundation. We also seek to encourage an understanding and respect for other world faiths.

CHRISTIAN SCHOOL VALUES



PURPOSE

This policy reflects the values, ethos and Mission Statement of St. Luke and St Philip's C.E. Primary Academy in relation to the curriculum. It is consistent with the school's agreed aims and objectives and sets out a framework within which teaching and support staff can operate.

AUDIENCE

This document is intended to give a clear outline of the school's approach to the curriculum to all staff, governors, Cidari and parents. It is also intended for the use of the School's Advisory Service when assisting the development of the school's curriculum and for any authorised inspector. Copies of this document are provided for all teaching staff and are available when necessary to support staff, members of the School's Governing Committee and Cidari members. A copy of this document is available for the use of parents.

AIMS AND OBJECTIVES

At St Luke and St Philips, we aim to foster a lifelong love of learning, through adopting a highly practical and cross curricular approach to learning. **Being a Church of England school, we aim to fulfil all the requirements of the National Curriculum and the Diocesan Syllabus for Religious Education.**

We are proud of being a Church academy at the heart of our local community – a place where everyone is valued, respected and encouraged to develop resilience and confidence. Our strong ethos strives to ensure that each pupil achieves their very best.

Academically – through a knowledge rich, focussed and sequenced curriculum.

Culturally – through an extensive programme of extra curricular activities and visits.

Spiritually – through an ethos of interdependence that flows through the life of both the academy and the wider community.

Our exciting and enquiry based Geography curriculum is designed to both engage and challenge our pupils to develop creative and independent thinking through strong oracy skills. It inspires pupils with curiosity and fascination about the world and its people that will remain with them for the rest of their lives. We endeavour to nurture a thirst for learning in all our pupils.

The broad content of the curriculum is enriched by covering a wide range of subjects, talents and future careers. 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, including climate change. 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 frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time. We realise that in order for our pupils to lead in tomorrow's world they will need to demonstrate compassion,

understanding, empathy and innovation (National Curriculum, 2014). Success, progress and celebration are very much at the heart of what we do.

CURRICULUM INTENT

Our intention is for all pupils to have -

- enquiring minds and a thirst for Geographical knowledge,
- a strong subject knowledge of a wide range of significant places and their location in our world, and know how the lives of people are interdependent with the physical and human features of those locations,
- a strong subject knowledge of our own local area, including the interdependence of significant locations, features and people and how and why things have changed over time,
- an ability to read, interpret and use a wide range of map sources,
- a keen interest in current topical environmental issues and know how each individual can make a difference.

The Geography curriculum -

- follows the National Curriculum as its foundation,
- follows a sequence that builds on knowledge and skills throughout and across the key stages,
- is designed to be inclusive for all pupils, including boys and girls, those with SEND, socially disadvantaged backgrounds, different cultures and religions,
- ensures knowledge is retained through the high quality teaching of a broad vocabulary, and through making meaningful links with other topics,
- has been personalised to meet the needs of our pupils, ensuring learning is meaningful and in context with our pupils' lives, with a strong focus on significant physical and human characteristics in our local area,
- will develop the children's knowledge of the locations of globally significant places – both land and sea – including their physical and human characteristics, comparing and contrasting with our own locality,
- will enable children to understand the processes that give rise to key physical and human geographical features of the world, why features occur where they do, how they are interdependent and how they change over time,
- will develop children's geographical skills of reading and interpreting a wide range of geographical sources such as maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS),
- will provide children with experiences of fieldwork that deepen their understanding of geographical processes,
- will develop children's understanding of current environmental issues both locally and world-wide, including the impact of human activity on our world and how, as individuals, they can make a difference,
- prepares pupils for their future learning by ensuring all necessary knowledge and skills are taught in preparation for the following learning phase, and by developing the key cognitive skills of independence, creativity, problem solving, analysis and evaluation,
- creates an air of excitement and a love for learning.

IMPLEMENTATION

To teach Geography through the school we take a whole school approach involving:

- Discrete teaching time linked to the school's own bespoke curriculum using composite and components to structure the teaching
- Teaching through other curriculum areas
- Teaching through special activities and events
- Geography is taught twice a year in each year group, usually for 9 weeks per topic. Medium term planning has been written the Subject Lead and is adapted by the class teacher. Planning, resources and CPD is supported through resources such as the Royal Geographical Society, the Geographical Association, Oak Academy and Oddizzi.
- Topics are revised regularly to keep up-to-date linking with current affairs and environmental issues.
- Our curriculum aims to make tangible links between the subjects Geography, History, DT and Art. Each term starts with Geography first - looking at the 'here and now' and follows with History, ensuring Geographical knowledge can be used through the History unit.
- At the beginning of every topic, teachers use a pre-topic script and pupils complete a prior knowledge activity to inform planning, followed by a post-topic assessment activity called a 'Show It' to evaluate the learning. They also complete a 'Know it' retrieval activity from the previous Geography unit taught.
- A linked Knowledge Organiser is discussed and stuck into books for reference throughout the topic, and each lesson begins with a Vocabulary focused activity delivered around specific vocabulary using the whole school word wheel appropriate for the key stage.
- This is then followed with a focus on basic map skills looking at the whole world and 'zooming in' on the locality focusing on, through the continents and oceans, the country, the region, to the city/town/village or locality.
- Every lesson begins with a 'Check it' retrieval activity
- Fieldwork and practical investigations are carried out throughout the year to ensure learning is meaningful.
- Topic boxes from the Library Service are loaned each term to ensure there is a wide range of age appropriate books matching topics, promoting reading within Geography.
- Homework is given linking to Geography to consolidate learning as part of the termly homework grid, to encourage research and promote creativity.

Ensuring effective learning -

- Pre-Teach Vocabulary strategies are used, through the use of a word wheel, whole class to teach topic specific vocabulary and also additional sessions are delivered to further embed the vocabulary for identified pupils. Vocabulary games are embedded throughout lessons to encourage children to make conceptual links, in turn aiding memory and making knowledge stick.
- Each topic is enriched with a 'wow' experience; through either a class trip, visit to a local area of interest within the community or a special visitor coming into school. Parents and members of the local community are invited into school where it fits a topic. Where possible, lessons are practical and use interactive resources and artefacts, and visual and auditory stimuli. Outdoor learning is encouraged.

- Oracy techniques are incorporated throughout daily lessons to develop confidence and clarity of thought and speech using quality vocabulary.
- Problem-solving and enquiry activities are actively incorporated within topics, allowing the children to use and apply learnt knowledge, further embedding it. This also develops and enhances the key cognitive skills of independence, creativity, problem solving analysis and evaluation.
- Children know what they are going to learn and why (Learning Intention)
- Children know the skill they are using in the lesson
- Children know what they need to do to be successful (Success Criteria)
- Retrieval tasks, 'Check its', are every lesson within each unit to strengthen the memory, creating that sticky knowledge and a further 'know it' task is used during the next Geography unit
- Expectations should be high and spontaneity should be encouraged
- Children should have time to reflect and review their learning
- The learning environment should be well-organised, attractive, stimulating and positive
- Displays celebrate children's work - at all levels - as well as key vocabulary and knowledge for the topic
- Children are encouraged to be active and responsible for their own learning and progress.

IMPACT

To ensure our intentions are met, the impact of the Geography curriculum will be monitored through -

- Pupils' books are marked in accordance with the Marking and Feedback policy, noting where objectives have been achieved independently or with support. Class teachers track the progress and attainment using an internal assessment system of 'working towards' or 'working at'.
- The Geography Lead analyses the data to monitor the progress and attainment across school, giving feedback and support where necessary.
- Pupils' learning and the impact of teaching and learning is monitored by the Geography Lead, Senior Lead Team and external advisors in accordance with the Monitoring and Evaluation policy. This involves quality assurance of books and planning, observations of lessons, drop-ins, Teaching and Learning audits and pupil interviews.
- Staff share good practice through 'Standards Meetings' where books, plans, resources and ideas are shared.

PLANNING

- The yearly curriculum overview shows the topics to be covered by each year group and is progressive, ensuring knowledge builds over and across key stages. Where it is fitting, the curriculum promotes learning that incorporates a deeper understanding of the history and present times of the local area and important people within it.
- A long term skills overview for each year group has been produced ensuring progression of skills in accordance with the National Curriculum and is used alongside the yearly curriculum overview.
- The subject lead creates Medium Term Plans using the two documents mentioned above. Each topic is planned using composite and component questions as building blocks to structure

learning. Additional resources also provide schemes of work with detailed Medium Term Plans for teachers to use. (The Royal Geographical Society, Geography Association, Oak Academy and Oddizzi)

EYFS

The Early Years Foundation Stage profile sets out the early Geography skills and knowledge as part of Understanding the world, with an aim of all children meeting the relevant Early Learning Goals by the end of the year, in preparation for the National Curriculum. The skills are planned in small steps using the Birth to Five and Development Matters documents.

SAFETY AND ONLINE SAFETY

At all times staff will consider the safety of pupils and this will be reflected in classroom organisation, and adherence to school procedures and practices.

When using the iPads and Chrome books, children are made aware of online safety issues when they are using the Internet. All children in school will have signed a code of conduct in relation to Online Safety. Lessons are taught at the beginning of each term to remind children of the issues surrounding Online Safety.

Please also see the **Health and Safety policy** and **Online Safety Policy**.

THE ROLE OF THE SUBJECT LEAD

- Take the lead in policy development,
- Monitor the effectiveness of the teaching of Geography through regular quality assurance checks, feeding back to SLT, Governors and class teachers,
- Ensure progression, continuity and consistency throughout the school,
- Support colleagues in their development of planning, implementing and assessing Geography,
- Keep up-to-date with developments in Geography education and disseminate information to colleagues as appropriate,
- Ensure appropriate and engaging resources are in place to deliver a rich and challenging curriculum,
- Collaborate with other Subject Leads to identify clear links with other subjects to ensure knowledge is transferable and sequential.

RESPONSIBILITIES

- All relevant staff will ensure that the Geography curriculum is implemented in accordance with this policy;
- The Head teacher is responsible for ensuring that this policy is adhered to;
- Cidari Multi Academy Trust and the governing committee will monitor the effectiveness of this policy and hold the Head teacher to account for its implementation.

SEND, INCLUSION AND EQUALITY

Teachers set high expectations for all pupils. Appropriate assessments are used to plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN including EHC plans
- Pupils with English as an additional language (EAL)

Teachers plan lessons so that pupils with SEN and/or disabilities can study Geography wherever possible, and ensure that there are no barriers to every pupil achieving, through:

- Setting common tasks that are open-ended and can have a variety of results;
- Setting adapted tasks of varying difficulty providing appropriate challenge for all;
- The use of Widgit dual coded vocabulary and word banks;
- Providing a range of challenges through the provision of different resources.

Teachers also take account of the needs of pupils whose first language is not English. Lessons are planned so that teaching opportunities help pupils to develop their English, and support pupils to take part in all subjects. Class trips and visits linking to Geography are planned to ensure they are inclusive for all.

We believe all our children are entitled to benefit from equal access to work and equipment in Geography regardless of race, gender, intellectual and physical ability, in line with the nine protected characteristics. Classroom management will take into account such issues and Geography materials free from bias will be positively sought.

To ensure equality for all, teachers are committed to planning lessons that:

- Eliminate discrimination, harassment and victimisation;
- Promote equality of access and opportunity within our school and within our wider community;
- Promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.

SPIRITUAL, MORAL, SOCIAL, CULTURAL DEVELOPMENT AND BRITISH VALUES

The school sets out to plan a provision for Spiritual, Moral, Social and Cultural development, but it is also expected that many unplanned opportunities will occur (especially for spiritual development) and staff are encouraged to "seize the moment" when appropriate. Such moments may have a profound effect on individuals.

The promotion of the 'British Values' of

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

is central to our education as British Values have their origin in the Christian values of our nation.

LEGISLATION

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#). In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

RELATED POLICIES

- EYFS
- Equal Opportunities
- Inclusion
- Special Educational Needs and Disabilities
- SMSC and British Values
- Online safety
- Presentation
- Curriculum
- Equal Opportunities
- Cultural Diversity
- Behaviour Policy
- Health and Safety
- Assessment, recording and reporting
- Marking and Feedback Policy

Policy reviewed: February 2026

Policy reviewed by : Mrs C Holden

Agreed by Governors: _____

Next review date: February 2028