

Tanworth-in-Arden Church of England  
Primary School and Nursery



*In God's family, learning, loving,  
growing to be our very best.*

**POLICY: Geography Policy**

## **Geography Policy Framework**

### **1. Introduction**

#### **1.1 Purpose of the Policy**

Rooted in our Christian vision, "*In God's family, learning, loving, growing to be our very best,*" geography inspires pupils to develop a sense of wonder about God's world, to value the diversity of people and places, and to understand their responsibility as global citizens and stewards of creation.

This policy outlines the intent, implementation, and impact of geography teaching at Tanworth-in-Arden. It ensures compliance with the National Curriculum in England (2014) and aligns with Ofsted's expectations for high-quality geography provision.

#### **1.2 Statutory Requirements**

The teaching of geography follows the statutory framework outlined in the National Curriculum. Primary schools must cover Key Stage 1 and Key Stage 2 requirements, while secondary schools must deliver the subject as part of Key Stage 3 and Key Stage 4 where applicable.

### **2. Aims and Objectives**

In line with the National Curriculum (DfE, 2014), the aims of geography teaching at Tanworth-in-Arden are to:

- Develop pupils' understanding of location, place, and the human and physical features of the world.
- Provide pupils with the knowledge and skills to interpret and analyse geographical information.
- Foster curiosity and fascination about the world that remains with pupils for life.
- Equip pupils with geographical skills, including fieldwork, map reading, and data interpretation.
- Develop pupils' appreciation of sustainability, environmental impact, and global citizenship.

### **3. Curriculum Intent**

#### **3.1 Curriculum Design**

Our geography curriculum is designed to:

- Be ambitious and progressive across year groups.
- Ensure pupils build on prior knowledge and develop deeper geographical understanding.
- Provide a broad and balanced learning experience, incorporating human and physical geography.
- Foster cross-curricular links, particularly with history, science, and mathematics.

#### **3.2 Knowledge and Skills Progression**

Geography teaching is structured to ensure that pupils:

- Develop locational knowledge, including understanding continents, countries, and key geographical features.
- Gain place knowledge by studying contrasting regions both in the UK and globally.
- Understand physical geography concepts such as climate zones, biomes, and natural disasters.
- Explore human geography aspects including population, settlements, economic activities, and natural resource distribution.

### **3.3 Core concepts**

At Tanworth, Geography is taught with 7 core concepts in mind. These are:

1. Place
2. Space
3. Environment
4. Interconnection
5. Scale
6. Sustainability
7. Change

These are mapped to link to our curriculum so that children build on these with progression as they develop through the school.

### **3.4 Intent statement**

Geography develops pupils' understanding of the world in which they live through the study of place, space and environment. Geography at Tanworth is based on our Theme topic learning and lessons are created to be engaging, challenging and exciting whilst inspiring critical thinking to become global citizens.

Whilst Geography provides a basis for pupils to understand their role within the world, by exploring the locality and how people fit into a global structure, the subject also encourages children to learn through experience, particularly through practical and fieldwork activities. Children will learn about a mixture of human and physical geography and apply geographical skills and knowledge to their learning which they can carry through to life beyond Tanworth when exploring the world around them.

## **4. Implementation**

### **4.1 Teaching and Learning Approaches**

Geography is taught through:

- A combination of direct instruction, inquiry-based learning, and practical activities.
- The use of high-quality maps, atlases, globes, and digital tools such as Digimaps.
- Fieldwork opportunities to develop observational, recording, and analytical skills.
- Case studies of different locations to enhance comparative understanding.

### **4.2 Role of Teachers**

Teachers are expected to:

- Deliver engaging lessons that meet the needs of all pupils, including SEND and EAL learners.
- Use varied assessment strategies to monitor pupil progress.
- Promote discussion and questioning to enhance geographical thinking.

### **4.3 Role of Pupils**

Pupils are encouraged to:

- Take an active role in geographical investigations and discussions.
- Develop critical thinking skills and apply geographical concepts to current global issues.
- Work collaboratively in fieldwork and classroom activities.

## **5. Impact and Assessment**

### **5.1 Assessment for Learning**

Assessment is both formative and summative, using:

- Regular questioning, quizzes, and retrieval tasks.
- Classroom discussions and written work analysis.
- End-of-unit assessments to evaluate knowledge retention.
- Pupil reflections on geographical themes and concepts.

### **5.2 Measuring Impact**

We evaluate the effectiveness of our geography curriculum through:

- Pupil attainment data and progress tracking.
- Work scrutiny and moderation exercises.
- Pupil voice feedback to assess engagement and understanding.

## **6. Fieldwork and Enrichment**

### **6.1 Role of Fieldwork**

Fieldwork is an essential part of our curriculum, supporting the development of:

- Observational and data-collection skills.
- Understanding of geographical concepts in real-world settings.
- Teamwork and communication skills.

### **6.2 Enrichment Opportunities**

We enhance geography learning through:

- Educational visits to local and national geographical sites.
- Guest speakers with expertise in geography-related careers.

- Cross-curricular projects and environmentally focused initiatives.

## **7. Inclusion and Equal Opportunities**

### **7.1 Supporting SEND and EAL Pupils**

Our geography curriculum is accessible to all learners, ensuring:

- Scaffolding and differentiated tasks to support varying abilities.
- Modified resources for pupils requiring additional support.
- Opportunities for verbal and practical demonstrations for non-verbal or EAL learners.

### **7.2 Cultural Awareness and Diversity**

We ensure that:

- Geography teaching reflects a diverse range of places and cultures.
- Pupils develop an awareness of different perspectives on global issues.
- Learning materials promote inclusivity and avoid stereotypes.
- Make use of LYFTA to ensure learning is looked at from a global perspective.

## **8. Sustainability and Global Citizenship**

Geography is a key driver for understanding sustainability. We incorporate:

- Lessons on climate change, conservation, and responsible resource use.
- Engagement in school-wide environmental initiatives such as recycling and eco clubs.
- Discussions about global development and the UN Sustainable Development Goals.

## **9. Roles and Responsibilities**

### **9.1 Role of Geography Subject Leader**

The subject leader ensures that geography teaching is effective by:

- Overseeing curriculum development and ensuring alignment with statutory requirements.
- Supporting teachers through CPD opportunities and resource provisions.
- Monitoring teaching quality, pupil progress, and curriculum impact.

### **9.2 Role of Senior Leadership Team (SLT)**

School leaders support geography by:

- Allocating appropriate curriculum time to the subject.
- Providing resources and training for staff development.
- Ensuring geography has a clear role in whole-school strategic planning.

### **9.3 Role of Governing Body**

Governors monitor the effectiveness of geography provision by:

- Reviewing curriculum delivery and its impact on pupil outcomes.
- Supporting and challenging the school in its approach to geography education.
- Ensuring financial support for fieldwork and resource procurement.

## **10. Monitoring and Evaluation**

### **10.1 Policy Review**

The Geography Policy is reviewed every 3 years by the subject leader and SLT, considering:

- Changes to the National Curriculum and Ofsted expectations.
- Feedback from staff, pupils, and parents.
- Assessment data trends and curriculum effectiveness.

## **11. Related Policies**

This policy should be read in conjunction with related school policies, including:

- Teaching and Learning Policy
- Assessment Policy
- SEND and Inclusion Policy
- Educational Visits Policy
- Sustainability Policy

## References

- Department for Education (DfE). (2014). *National curriculum in England: geography programmes of study*.
- Ofsted (2021). *Research review series: Geography*.
- United Nations (2015). *Sustainable Development Goals*.