



# Geography Policy

## Brierley CE (VC) Primary School

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### 1. Purpose of the policy

This policy reflects the aims and values of Brierley CE (VC) Primary School. It ensures all stakeholders, including staff, governors, parents and pupils, are working towards the same goals.

The purpose of this policy is to:

- Set out a framework for all teaching and non-teaching staff, giving guidance on planning, teaching and assessment
- Demonstrate adherence to the National Curriculum objectives and guidelines
- Provide clear information to parents and carers about what their children will be taught
- Allow the governing board to monitor the curriculum
- Provide Ofsted inspectors with evidence of curriculum planning and implementation

This policy will be available on our school website.

### 2. Subject vision

Here at Brierley CE (VC) Primary School, we believe that a high-quality geography education will help pupils to gain a coherent knowledge and understanding of the world and the human and physical processes that shape it. Geography inspires pupils' curiosity to know more about the world around them. Our teaching will equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Geography helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies, and relationships between different groups, as well as their own identity and the challenges of their time.

Through the study of geography, pupils will develop an understanding of the world's physical and human processes and their interactions. They will learn about the diverse and interconnected nature of different environments, and how these environments are changing due to natural and human activities. Pupils will also

learn about the relationship between people and the environment, including issues such as climate change, resource use, and sustainability.

Our aim is for pupils to leave our school with a love and understanding of the world and a strong foundation of geographical knowledge and skills that will enable them to engage critically with global issues and make informed decisions about their role as responsible citizens of the world.

### 3. Aims and outcomes

By the time pupils leave Brierley CE (VC) Primary School, they should:

- Know and understand the geographical features of their local area, including physical and human characteristics, and be able to compare and contrast this with other places around the world.
- Have an understanding of the physical processes that shape the Earth's landscape, including plate tectonics, erosion, and weathering, and be able to describe and explain the impact of these processes on different environments.
- Be able to use a range of geographical tools, including maps, atlases, and globes, to interpret and present information about the world around them.
- Have an appreciation for the diversity of cultures and environments around the world, and be able to describe and explain the similarities and differences between different places.
- Understand the impact of human activity on the environment, including climate change, and be able to describe and explain the ways in which people are working to mitigate and adapt to these changes.
- Be able to think critically and creatively about the world around them, and use geographical knowledge and skills to make informed decisions about issues related to the environment, sustainability, and social justice.
- Have an understanding of the methods of geographical enquiry, including how to ask questions, collect and analyse data, and present findings, and be able to use these skills to investigate geographical issues and problems.
- Be able to use geographical vocabulary and concepts, including place, scale, and interdependence, to describe and explain the world around them.

Overall, our aim is to provide a high-quality geography education that inspires pupils' curiosity, develops their knowledge and skills, and prepares them to become informed and responsible global citizens.

### 4. Teaching and learning

Geography is taught in year groups by class teachers. Lesson plans are based around the subject's long-term plan, the Primary Knowledge Curriculum and resources available, with objectives adapted to suit the stage of development for the pupils in each class. The teaching of geography might involve:

- Whole-class teaching
  - Small group discussions and activities
  - Interactive presentations and videos
  - Map work and the use of digital mapping tools
  - Data analysis and interpretation
  - Use of primary and secondary sources such as photographs, videos, and fieldwork data
  - Field trips to local or regional sites of geographical interest

- Outdoor learning activities that allow pupils to connect with the natural world
- Collaborative projects and presentations that encourage teamwork and communication skills
- Integration of ICT to support learning and development of digital skills

Our teaching approach is child-centered, with a focus on active and hands-on learning experiences that encourage pupils to think critically and develop problem-solving skills. We strive to make the learning of geography engaging, stimulating, and relevant to the pupils' lives and interests, and to foster a love of the subject.

We also recognize the importance of developing pupils' fieldwork skills and appreciation of the natural environment. Thus, we encourage outdoor learning and field trips that enable pupils to experience and interact with the natural world and learn about the importance of environmental sustainability and conservation.

We will also invite external speakers, such as geographers, environmentalists, and explorers, to share their expertise and knowledge with the pupils and inspire them to pursue their interests and passions in geography.

## 5. Curriculum overview

Here at Brierley CE (VC) Primary School, pupils will follow a geography curriculum that aims to develop their understanding of the world around them and their place within it. The curriculum is designed to inspire curiosity, encourage critical thinking, and foster a sense of responsibility towards the environment and the communities we live in.

**5.1 Early Years Foundation Stage (EYFS)** In the EYFS, geography is taught through the Understanding the World area of learning. Pupils will explore their immediate environment, looking at different types of weather, the natural world, and the people and places around them. They will be encouraged to ask questions, make observations, and explore using all their senses.

**5.2 Key Stage (KS) 1** In KS1, pupils will continue to explore their local environment and begin to learn about the wider world. They will be introduced to basic geographical vocabulary and concepts, such as maps and aerial photographs. They will be encouraged to think about similarities and differences between places, and begin to consider the impact of human activity on the environment.

**5.3 Key Stage (KS) 2** In KS2, pupils will develop a deeper understanding of the world and the ways in which it is connected. They will learn about different types of geography, including physical geography (e.g. rivers, mountains, and weather patterns) and human geography (e.g. settlement patterns, trade, and cultural diversity). They will be encouraged to think critically about global issues such as climate change, migration, and sustainability. Topics may include 'Rivers and Coasts', 'The UK and Europe', 'Climate and Biomes', and 'People and Places Around the World'.

The areas we teach in geography are outlined in the programmes of study/curriculum map for geography (see section 5.4). Our curriculum is designed to be broad and balanced, ensuring that pupils cover all aspects of geography over the course of their primary education.

Details of programmes of study/curriculum maps can also be found on the school website. Teachers will use a range of resources and teaching approaches to deliver the curriculum, including whole-class teaching, group work, fieldwork, and the use of maps, photographs, and digital technology. Pupils will be encouraged to engage with the subject through practical activities, discussions, and independent research.

## 5.4 Programmes of study

### EYFS

Autumn Term - **Local Area Focus – Brierley and Seasons – Autumn**

Spring Term – **People who help us - Let’s move - Seasons - Spring**

Summer Term - **Beautiful Brierley - Map skills - Rainforest Adventures - Seasons - Summer**

	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
<b>Year 1</b>	<b>Spatial Sense</b> 1. Aerial Views 2. Maps 3. Location 4. Compass Points 5. Drawing maps		<b>The UK</b> 1. The four countries in the United Kingdom 2. Scotland 3. Wales 4. Northern Ireland 5. England		<b>Seven Continents</b> 1. Europe 2. Antarctica 3. Africa 4. Asia 5. North and South America 6. Australia	
<b>Year 2</b>	<b>Spatial Sense</b> 1. My School Site 2. Drawing a map of my school 3. Maps of the local area 4. Using maps to plan a route 5. Identifying locations on a globe or world map, the equator		<b>The British Isles</b> 1. The British Isles and England 2. Scotland 3. Wales 4. Ireland 5. Comparison with Cape Town		<b>Northern Europe</b> 1. Countries in Northern Europe. 2. Human and physical features of Northern Europe. 3. Climate in Northern Europe. 4. Animals found in Northern Europe. 5. Roald Amundsen	
<b>Year 3</b>	<b>Spatial Sense</b> 1. Maps, compasses and symbols 2. Four and Six Figure Grid References 3. Fieldwork- The Local Area 4. A contrasting locality- San Francisco (Human Geography) 5. A contrasting locality- San Francisco (Physical Geography)	<b>Settlements</b> 1. Settlements 2. Types of Settlements 3. Urban, Rural and Suburban areas 4. Population Density 5. Sites and Situations of Local Settlements	<b>Rivers</b> 1. What is a river? 2. Rivers of Europe 3. Rivers of Africa 4. Rivers of Asia 5. Rivers of Australia, South America and North America	<b>UK Geography: The South West</b> 1. Introduction to the South West 2. Coastal areas and erosion 3. Landmarks and tourism 4. Agriculture and climate 5. Change over time	<b>Western Europe</b> 1. Countries and Settlements in Western Europe 2. Climate of Western Europe 3. Trade in Western Europe 4. France 5. A comparison of London and Paris	<b>Asia- China and India</b> 1. Locating India and China 2. Human and Physical Geography of India 3. Rivers of India 4. Human and Physical Geography of China 5. The Great Wall of China
<b>Year 4</b>	<b>Spatial Sense</b> 1. Globes and the Tropics 2. Scale 3. Grid References 4. Our Local Area 5. Our Local Area- Changes over Time	<b>Mediterranean Europe</b> 1. Key Places in Europe 2. Climate of Mediterranean Europe 3. Food and Farming 4. Landscape 5. Settlements	<b>Eastern Europe</b> 1. Key Places in Eastern Europe 2. Climate of Eastern Europe 3. Russia 4. Compare and contrast physical features (with UK Moscow/London) 5. Compare and contrast human features (with UK Moscow/London)	<b>UK Geography: Northern Ireland</b> 1. An Introduction to Northern Ireland 2. Visiting Northern Ireland 3. Northern Ireland, the Republic of Ireland and the partition 4. Finn MacCool and the Giant’s Causeway 5. The Marble Arch Caves	<b>UK Geography: London and the South East</b> 1. Introduction to the South East 2. London 3. The River Thames and the Thames Barrier 4. Canterbury 5. White Cliffs of Dover – Coastal Erosion and Weathering	<b>Asia - Japan</b> 1. Location of Japan 2. Weather and Climate in Japan 3. Physical features of Japan 4. Architecture in Japan (Human Features) 5. Feudal Japan
<b>Year 5</b>	<b>Spatial Sense</b> 1. Maps: dividing the world into sections. 2. Eastern and Western hemispheres 3. Maps: using co-ordinates to locate places. 4. Maps: drawn to different scales. 5. Relief maps	<b>Mountains</b> 1. Mountains 2. The Alps 3. The High Peaks of the Himalayas 4. American Mountains 5. African Mountains	<b>UK Geography: East Anglia, The Midlands, Yorkshire and Humberside</b> 1. East Anglia – Physical Geography 2. East Anglia- Land Use 3. The Midlands – Settlements 4. Yorkshire and Humberside – Physical Geography 5. Yorkshire and Humberside – Human Geography	<b>Australia</b> 1. Australia- location and physical geography 2. The history of Australia 3. Settlements 4. Climate 5. Biodiversity	<b>New Zealand and the South Pacific</b> 1. New Zealand and the South Pacific- location and physical geography 2. The history of New Zealand- The Maori 3. Earthquakes 4. Climate 5. South Pacific Islands	<b>Local Study</b> 1. Geography of the local area 2. Sketch Maps (Fieldwork) 3. Local Issues 4. Data Collection (Fieldwork) 5. Graphing data

Year 6	Spatial Sense	British Geographical Issues	North America	South America	Africa	Globalisation
	1. Latitude and Longitude 2. The Arctic and Antarctic Circles 3. Time Zones 4. Map Projection 5. Maps of the World	1. Air Pollution 2. Climate Change 3. Waste 4. Litter 5. Local context	1. The Countries of North America 2. Environmental Regions of North America 3. Rivers in North America 4. Cities in North America 5. Comparison of The UK and a region of North America	1. An introduction to South America 2. Past civilisations and empires 3. The Andes Mountains and the Atacama Desert 4. Brazil (Agriculture and Industry) 5. The Amazon Rainforest	1. The Continent of Africa 2. Past civilisations and empires – Mansa Musa 3. African Biomes 4. The Sahara Desert and Desertification 5. Food and Farming	1. What is globalisation? 2. Economic Globalisation 3. Political Globalisation 4. Social Globalisation 5. Globalisation; a global force for good?

## 6. Cross-curricular links

Geography shares links with the following subjects:

- English: developing literacy skills through reading and writing about geographical topics, such as report writing or creating descriptive writing about a place
- Maths: analysing and interpreting numerical data related to geography, such as statistics about population or land use, as well as using maps and coordinates for navigation
- Science: understanding weather patterns and climate change, investigating natural disasters and their impact, and exploring environmental issues
- Computing: using technology to research and present information about geography, such as creating digital maps or conducting virtual field trips
- Art and Design: creating maps and models, using different mediums to represent landscapes, and exploring how art can reflect cultural and environmental landscapes
- Spiritual, Moral, Social and Cultural (SMSC): promoting empathy towards different cultures and societies, exploring environmental and ethical issues, and developing an understanding of the interconnectedness of the world.

## 7. Assessment and recording

### 7.1 Assessment

At Brierley CE (VC) Primary School, assessment in Geography is used to evaluate pupils' progress and inform planning, differentiation and next steps in learning. Our assessment approach is adapted to suit the specific subject and Key Stage.

#### Formative assessment

Formative assessment is an ongoing process that takes place during lessons, enabling teachers to observe and monitor pupils' progress in real-time. This information is used to inform planning and differentiate instruction based on individual pupil needs.

#### Summative assessment

Summative assessment in Geography takes place at the end of each term and is based on the knowledge, understanding and skills that pupils have developed during that time. Assessment is structured to reflect the aims and objectives of the medium-term plan for that Key Stage.

#### Marking

Pupils receive regular feedback on their work in Geography. Marking follows the school's marking policy, which is available for staff and parents to view.

### 7.2 Recording

In Geography, pupils record their learning in the following ways:

- Geography books or folders
- Individual Learning Journey for EYFS pupils

This may take the form of photographs, pictures, notes or written work, and may be worksheet-based or fully independent. Pupils' work will be reviewed regularly by teachers to inform assessment and planning.

## 8. Resources

### 8.1 Textbooks and other equipment

Geography is a subject that encourages children to explore the world around them, so we make use of a range of resources to bring the subject to life. In addition to traditional textbooks, our teaching staff use online resources such as Google Maps and Google Earth, as well as educational apps, to help children understand the geography of the world around them. We also make use of a range of equipment including globes, atlases, compasses, and maps.

### 8.2 External speakers, local museums, trips

We believe that school trips are an excellent way to enhance the learning experience for our pupils. We organise trips to local museums, nature reserves, and other places of interest to provide real-world examples of the concepts they are studying. We also invite external speakers to talk to the children about their work in related fields, such as geologists, environmentalists, or travel journalists. These opportunities help to broaden our children's horizons and inspire them to engage with the subject more deeply.

## 9. Roles and responsibilities

### 9.1 Headteacher

The headteacher at our school will:

- Support the subject leader but also hold them to account for the effectiveness of the subject
- Support staff through the provision of training and resources
- Monitor the planning and delivery of the subject
- Ensure the requirements of the National Curriculum are met
- Ensure this policy is reviewed according to the timescales set out

### 9.2 Subject leader

The subject leaders at our school will:

- Prepare and review subject policy and curriculum plans
- Promote the study of the subject throughout the school
- Monitor the teaching and assessment of the subject
- Attend appropriate CPD
- Stay informed regarding developments in the study and teaching of the subject
- Evaluate resources
- Provide training and CPD to staff on the subject curriculum and its delivery, and keep them informed about subject developments nationally
- Assess the impact of the subject curriculum on pupils' learning and development
- Make presentations to governors on the subject and how it is being taught

### 9.3 Link governor

The link governor responsible for Brierley CE (VC) Primary School at our school will:

- Monitor the impact of the subject across the school and on pupils
- Monitor teacher workload and professional development
- Ensure subject action plans are suitable

- › Monitor the quality of resources
- › Keep track of pupil and parent engagement with the subject
- › Keep up to date with the curriculum (what's taught, why it's taught, and how it's taught)

## 9.4 Classroom teacher

Classroom teachers at our school will:

- › Teach and assess the subject according to the principles laid out in this policy
- › Report to the subject leader
- › Maintain subject knowledge and appropriate CPD

## 10. Inclusion

In line with the National Curriculum inclusion statement, our school is committed to ensuring that all pupils have equal access to learning opportunities in geography.

To achieve this, we will:

- Set high expectations for all pupils, providing challenging work that is appropriate to each child's ability level
- Use assessment to identify individual needs and set ambitious targets for all pupils, including those with special educational needs (SEN), disabilities, English as an additional language (EAL), particularly high attainment, low prior attainment and/or disadvantaged backgrounds
- Provide additional support and resources as necessary to help pupils overcome any barriers to learning, whether individual or related to a specific group
- Plan lessons in such a way that pupils with SEN and/or disabilities are able to participate fully, ensuring that there are no unnecessary barriers to their achievement
- Plan lessons in such a way that pupils with EAL are able to participate fully, providing additional support where necessary to help them develop their English language skills
- Monitor and evaluate our provision for inclusion regularly, making adjustments as necessary to ensure that all pupils are able to access the curriculum and achieve their full potential
- Work in partnership with parents, carers and outside agencies as appropriate to support pupils' individual needs

We have a whole-school approach to inclusion, which is detailed in our statement of equality information and objectives, and in our SEND policy and information report. These documents provide additional information about our approach to inclusion and the support we provide for pupils with specific needs. Our geography subject policy is fully aligned with this approach, and we are committed to ensuring that all pupils are able to access and enjoy this subject.

## 11. Links to other policies

This subject policy links to the following policies and procedures:

- › Curriculum policy
- › Assessment policy
- › Marking policy
- › SEND policy

## 12. Monitoring and review

This policy will be reviewed by staff and governors every 2 years.