



St. Oswald's R.C. Primary School

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Geography Policy

Date Amended: July 2025

by: K. Barlow

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Statement of intent

We want our children to be enthusiastic about Geography and to develop a greater understanding and knowledge of the world, as well as their place in it. We want them to have no limits as to what their ambitions are and grow up wanting to be transport planners, environmental consultants or landscape architects. We recognise the key role that Geography plays in equipping our children with skills that they can use for life, allowing them to become curious to explore the world around them and develop a passion for looking after our precious world. Our curriculum document enables children to develop their knowledge and understanding of location and place, by exploring the human and physical features of their local area, and comparing it with other regions around the world. From the Amazon Basin to the South Pole, we aim to provide our children with greater sense of the wider world. We aim to encourage a fascination for locations and places, its people and patterns. Our Geography curriculum aims to enthuse and engage children to become passionate about the world around them. Within Geography, we want our children to gain confidence and enjoy practical experiences through local fieldwork studies, trips and events. We aim to include a range of geographical essential characteristics, which includes not only an excellent understanding of locations and places, but also a secure understanding of human and physical geography. The children will develop their geographical skills, by using maps to expand their knowledge and understanding of compass directions, grid references, symbols and keys. The children will have access to maps in different forms such as simple maps, globes, atlases, ordnance survey maps and aerial photos. The children will partake in field work, to develop their understanding of the local environment and current issues. They will use their fieldwork to communicate those issues and how they can be improved with the community and local bodies.

Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2013) 'National curriculum in England: geography programmes of study'
- DfE (2023) 'Statutory framework for the early year's foundation stage'

Roles and Responsibilities

The governing board is responsible for:

- Approving this policy
- Liaising with the headteacher, geography coordinator and teachers with regard to pupil progress and attainment in geography education
- Ensuring the Geography curriculum is inclusive and accessible to all

The headteacher is responsible for:

- Ensuring the Geography curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible

- Receiving reports on the progress and attainment of pupils and reporting these results to the governing board
- Making any necessary adjustments to the Geography curriculum where required
- Keeping up-to-date with any relevant statutory updates and taking action where required

The Geography coordinator is responsible for:

- Developing, resourcing and reviewing this policy
- Planning, instigating and monitoring Geography teaching programmes
- Liaising with colleagues, including the SENCO, to differentiate teaching programmes in accordance with the needs of individual pupils
- Working with other staff to teach the subject content
- Keeping staff informed of visits and courses
- Facilitating the assessment of pupils' work
- Keeping up-to-date with current affairs and best practice regarding Geography
- Providing guidance, including INSET training to Geography staff, as part of their ongoing professional development
- Celebrating and promoting the Geography curriculum and the work of pupils throughout the school

Staff teaching geography will be responsible for:

- Contributing to the development of this policy and teaching programmes, with the Geography coordinator
- Developing schemes of work in line with this policy and the objectives of the Geography curriculum
- Delivering the Geography curriculum, including coordinating activities and resources within their specific areas
- Assessing and recording pupils' progress and keeping the geography coordinator apprised of this
- Attending and contributing to any INSET days organised by the Geography coordinator
- Keeping apprised on current affairs and best practice on their Geography curriculum, and applying this to their schemes of work.

Implementation

Each programme of study is built around the concepts of:

Investigate places

To understand the geographical location of places and also the physical and human geographical features of these places. – to include place knowledge and locational knowledge.

Investigate patterns

To understand the relationship between physical geographical features and human activities. To focus on the changes over time. - Human and physical geography.

Communicate Geographically

To understand and communicate through geographical vocabulary, representations and data. To ask questions, enquire and discuss and debate.

Human and Physical Geography and Geographical skills and fieldwork

The Geography curriculum enables children to develop knowledge and skills that are transferable to other curriculum subjects and the curriculum progression expands outwards from our immediate locality to the global. The curriculum will engage our children and facilitate and inspire them to become inquisitive, resilient, independent, challenging thinkers and active global citizens; who are aware of and understand the wider world – and their place in it. Our Geography curriculum is designed, so each child's Geographical journey, begins with 'themselves' and their school, moving on to the local area, before extending to the United Kingdom, Europe and the rest of the world. The children will then develop their age-related mapping skills and field work. We teach our children in mixed aged classes; therefore, substantive knowledge will be taught over two cycles (A & B). The disciplinary knowledge is age-related, so that all children can develop their Geography skills in a linear progression. Appropriate vocabulary has been selected, which will be taught during the Geography lessons, to ensure a greater understanding of the subject area. Asking questions, enquiry, discussions and debates are an important element of our geography teaching and learning. We encourage children to express opinions which are based on their knowledge and understanding of geography. We have a number of Geography monitors within the Upper KS2 who support this subject through subject assemblies, displays and vocabulary activities, which support the acquisition of a bank of geographical vocabulary.

Early Years Foundation Stage

In Early Years, geography is taught through the specific area of learning 'Understanding the World'. Children are given the opportunity to find out about and learn about the natural world and people, culture and communities. Teaching and learning opportunities are delivered through adult led activities and through carefully planned continuous provision. Geography in the early years makes a significant contribution to the initial basic understanding of locational knowledge and mapping by looking at their immediate environment and plotting features on a simple map e.g. through our work about transport, children work collaboratively to create a map that a chosen mode of transport can travel to.

By the end of Reception Class, children will be taught about:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

Key Stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Key Stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Where possible, the geography curriculum will provide opportunities to establish links with other curriculum areas. For example:

- English - Pupils' writing skills are developed through recording their planning and findings
- Maths - Pupils use their knowledge and understanding of measurement and data handling, including through recording their findings on charts, tables and graphs
- Science - Pupils use their knowledge of the natural world to identify and analyse features of physical geography.

Impact

Pupils will be engaged in Geography lessons and be keen to share their learning with others. During pupil interviews, pupils will be able to talk confidently about the skills and knowledge they have acquired and articulate their understanding of key geographical vocabulary and concepts across the three geographical strands: location and place, human and physical knowledge and geographical skills and fieldwork. Outcomes in geography books will evidence a broad and balanced geography curriculum and demonstrate the children's acquisition of identified key knowledge. Work will show that a range of topics are being covered, cross curricular links are made where possible, and a wide variety of skills are being taught. We expect that by the end of year 6, children will have the skills and knowledge they will need to access the Key Stage 3 curriculum.

Assessment

In the Early Years Foundation Stage, the progress and development of pupils within the EYFS is assessed against the early learning goals outlined in the Statutory framework for the Early Years Foundation Stage. In Key Stage 1 and Key Stage 2, the Lancashire Key Learning Documents provide the basis of assessment in geography. Our geography curriculum covers the statutory elements for each unit and gives clear learning outcomes

which enable ongoing assessment. Many ways of learning are integrated into geography assessment. Children's work can be assessed by:

- Use of 'knowledge organisers' at the start and end of each unit of work, with focus on key questions and key vocabulary
- Observation – watching children work individually or as part of a group
- Questioning and discussion, listening to pupil's responses and views on an individual, group or class basis
- Evidence – work children produce in class, writing, drawings, paintings, models, etc. and during fieldwork
- Digital photographs

Equal opportunities and Special Educational Needs

At St Oswald's Roman Catholic Primary School, all children have the right to equal opportunities. We respect the individuality of everyone and aim to provide equality for everyone. Class teachers will make adequate provision for those children with SEND to access materials and to enable those to have the same opportunities within lessons. If advice or assistance is needed, the class teacher should consult the Geography leader or Headteacher.

Resources

The school has a range of resources for the teaching of the units of work covered in Geography. The resources are stored in the resource classroom and are organised into the different units covered in our geography curriculum. All staff have a responsibility to ensure it is maintained in good order and report if any resources become broken or damaged during use.