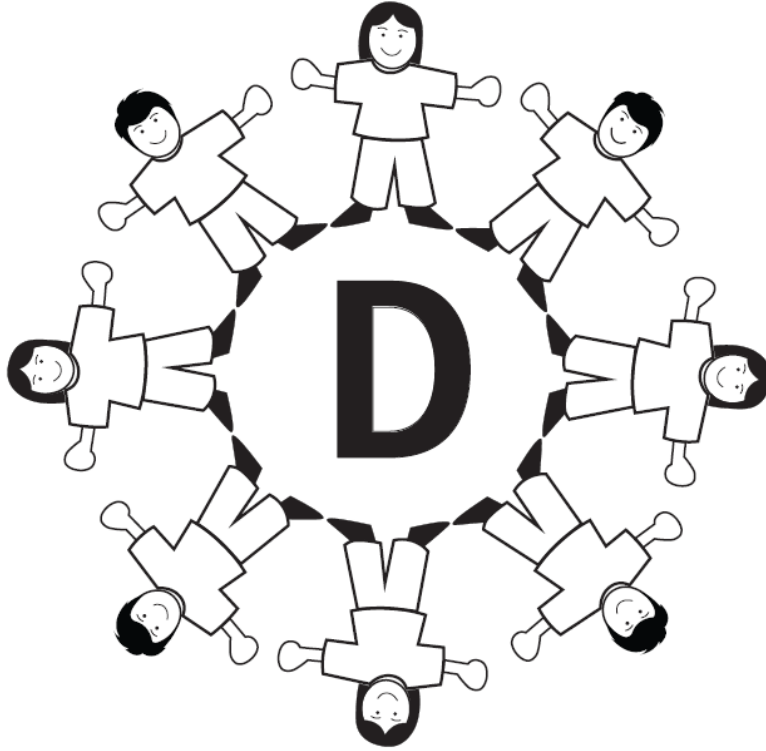


# Dalestorth Primary and Nursery School



Geography Policy  
November 2024

## **Geography Intent**

At Dalestorth Primary and Nursery School, we teach Geography by meeting the requirements of the national curriculum. Our aim is to develop children's curiosity and fascination about the world and its people by teaching about diverse places, people, resources and natural and human environments together with an understanding of the Earth's key physical and human processes. Geography is taught progressively throughout school, ensuring a build-up of knowledge, skills and age appropriate content. Pupils should develop their knowledge through asking, as well as responding to, geographical questions.

We will achieve high-quality learning by teaching Geography through a clear sequence of lessons which are designed to help pupils develop their understanding of:

- The location of a locality;
- The human and physical features of the locality;
- Who lives in the locality and what life is like;
- How the locality compares to our locality;
- The environmental issues facing the locality based on physical and human geography.

Where appropriate, links are also made to ensure that children's social, moral, spiritual and cultural development is enhanced through geography.

### **To develop our pupils as Geographers we:**

- Ensure children understand that they are learning the subject of Geography.
- Make links to previous learning during starter tasks, revisiting concepts and vocabulary.
- Refer to sticky knowledge vocabulary during the lesson.
- Ensure displays support the understanding of each topic and have current sticky knowledge and key vocabulary on them.
- Allow children sufficient time to apply their skills and show their understanding.
- Provide challenging questions, allowing opportunities for children to pose their own questions.

### **Equal Opportunities and Inclusion**

- All children are given access to a broad and balanced geography curriculum regardless of gender, ability, race or religion.
- Provision will be made for individual needs (SEND).
- Equal opportunities are provided for boys and girls, also for children with special needs, those who are talented or gifted and children from different cultural backgrounds.
- Children with English as an additional language (EAL) will be given access to additional resources and teaching to support their learning and to ensure they make maximum progress from their individual starting points.
- A feeling of self-worth will be engendered throughout the activities.

### **SEND**

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving. We do this by responding to each child's different needs. Level of challenge should not be altered, rather that we change the tools we give to the children, so that they can be successful. If a child is being tracked on BSquared they may receive a more individualised curriculum and may receive a different level of challenge as appropriate. See SEND policy for further details.

## Curriculum Organisation

### **Foundation Stage**

In EYFS, children have opportunities to develop their key skills and understanding of the world on a regular basis. Geography is taught by developing an understanding of their own lives and their locality. Children learn about Geography through practical, creative activities and also through classroom discussion.

### **Key Stage 1**

In Key Stage 1, Geography is taught more formally as a weekly session or as a block unit of work for each topic. Wherever possible, it is the aim that Geography is to be taught discretely to allow children to fully understand the skills and knowledge they are learning. To fully engage the pupils, we allow them to participate in workshops, field trips and themed days during the topic when appropriate.

### **Key Stage 2**

In Key Stage 2, Geography is taught as a weekly session during the term or as a block. We aim to build on the geographical skills and knowledge throughout the Key Stage. As in Key Stage 1, we provide workshops, field trips and themed activity days to encourage an enjoyment and understanding of the subject. In Key Stage 2, we develop the skills of the pupils, encouraging them to explain, investigate and evaluate themes in geography allowing them to make their own judgements.

Provision is made for children who require extra support through targeted teaching and intervention programmes.

See the subject expectations document for more information.

### **Teaching and learning**

When staff are planning and delivering Geography sessions, they will use the guidance set out in the Teaching and Learning Framework. This may include teachers modelling their thoughts as a critical thinker, using retrieval of knowledge and subject specific sentence starters for writing and oracy work.

### **Assessment**

Assessment will be planned in to a unit of work to gauge topic understanding. This could be by means of a quiz or a mind map. Progression in skills should be evident and in line with progression overview. See the Whole School Teaching and Learning Policy and subject expectations for more information.

### **Monitoring this Policy**

SLT will ensure that staff are clear on the policy. Curriculum leaders will scrutinise work in Geography to ensure the policy is being followed and feedback to the Head with regards effectiveness and issues that have arisen. It is the responsibility for all staff members to ensure they are clear on the expectation and ethos behind the Geography policy and to seek clarification from SLT if unclear. The policy will be evaluated and reviewed with staff having an input into any changes.

### **Parents and Stakeholders**

Any parent wishing to read the Geography policy will be directed to the school's website. The policy will be shared with the governing body and all members of staff to ensure all are clear on the expectations.

### **POLICY REVIEW**

This policy is to be reviewed every two years.

**Policy written by C. Kennedy**

**Policy adopted: February 2021**

**Policy reviewed by C. Kennedy November 2024**

**Policy due to reviewed: November 2026**