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St George's CE Primary School, Chorley

Geography Policy 2026-2027

Adopted by the Governing Body on: July 2024

Signed (Chair of Governors):



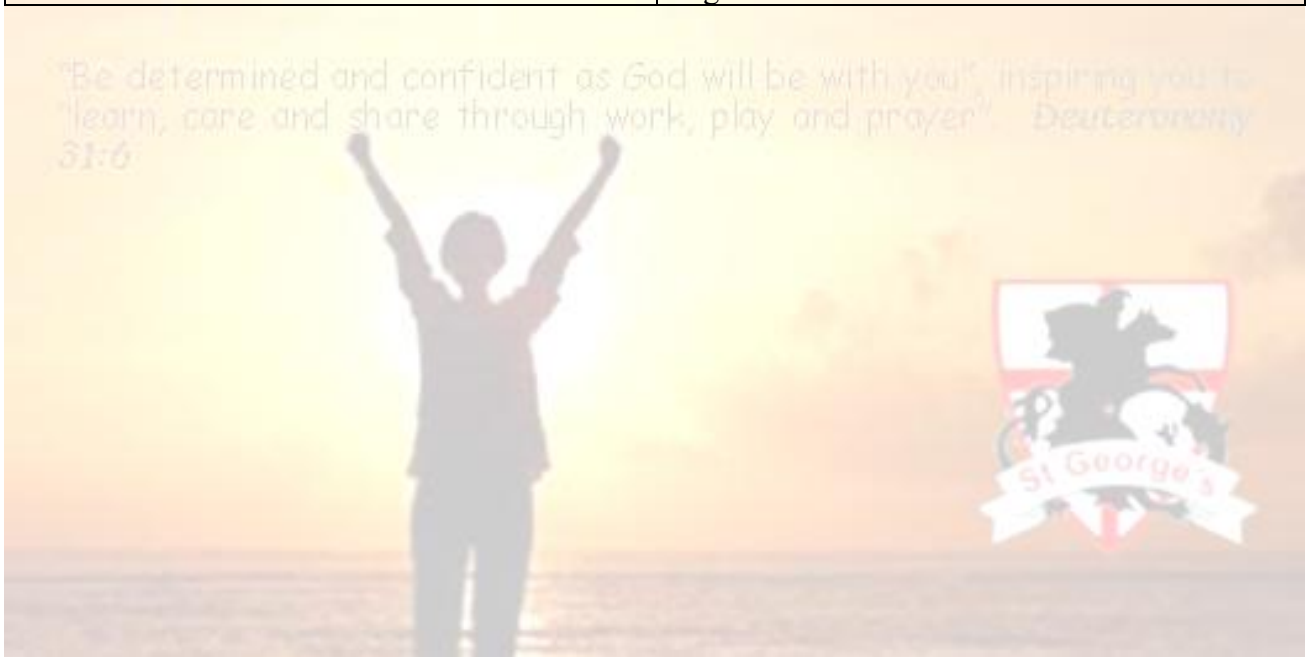
Date of Next Review September 2027 (not more than 12 months from the publication date)

This document is available via the school website or from the school office on request

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Intent

What is the school's mission statement?

Everything in which we believe at St George's Primary School is underpinned by our mission statement of "Be determined and confident, as God will be with you," inspiring you to "learn, care and share, through work, play and prayer."

What is the school's vision for the subject?

Geography teaching and learning at St George's Primary School aims to inspire a curiosity, passion and fascination about the world in which we live and its people, through high quality teaching which will equip our children with knowledge, understanding and skills that will remain with them for the rest of their lives. Our vision is underpinned by the belief that the geography curriculum will be ambitious, have currency and challenge which will encourage questioning and develop the thinking skills of our children. As a result, we believe that our children will become confident and compassionate about the diverse world in which we live and recognise their impact on the future.

How was the curriculum for the subject designed? (including statutory requirements)

The geography curriculum at St George's has been designed in consultation and discussion with the Governing Body, Lancashire Consultants from the Professional Development Service, teaching staff and pupils through pupil voice questionnaires.

St George's Primary School uses the National Curriculum objectives for Geography as its primary basis for Geography planning. This is carried out in two phases; long term and short term. The yearly long term plan includes the knowledge, skills and processes to be studied over the course of the year which are taken from the National Curriculum for Key Stage 1 and 2. We also use the Lancashire Key Learning document (KLIPs) as a supplement to the National Curriculum to ensure that objectives are taken from specific year group content and that geographical knowledge, skills, processes and understanding are being advanced and built upon. We ensure that the geography curriculum for EYFS makes a significant contribution to the Early Learning Goals set out in the EYFS Framework: People and Communities.

At St George's Primary School, we recognise and understand the importance of learning about life in other societies and cultures. Therefore, it is important that access to this is not impeded by discrimination or stereotyping by the resources used. We should use all opportunities to challenge any stereotypes within our teaching of Geography. Teachers and all adults should highlight the

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values that diverse cultures bring to the world in a positive manner, and these should be promoted through our Christian values.

The geography curriculum is reviewed annually to ensure that children in mixed age classes do not repeat learning and to ensure that there is progression both as children head into a mixed age class and leave a mixed age class.
It is the class teacher's responsibility to write the short-term plans which states the specific learning objective (a question to generate interest and a statement from the Key Learning document), adaptive teaching and expected outcome for the lesson.

'How is our curriculum aspirational for all pupils including those with SEND and more able?'

Children with SEND are fully included in the geography curriculum and the learning is tailored to suit their individual needs. St George's is a fully inclusive school and recognise that our children will be of different geographical abilities. We ensure that the Geography Curriculum is accessible to all children, including pupils with SEND, by making suitable adjustments to tailor the curriculum to ensure children can access and indeed thrive in this subject area regardless of their learning needs. We ensure that there are learning opportunities for children of all abilities through adaptive teaching, to develop their skills, knowledge and understanding in each unit, and we also build progression into the whole school Geography curriculum so that the children are increasingly challenged as they move up through school. This includes:

- Setting common tasks which are open ended and can have a variety of responses.
- Setting tasks of with appropriate scaffolding and increasing difficulty.
- Grouping children and setting different tasks to peer support and challenge.
- Providing resources of different complexity according to the ability of the child to support their learning.
- Using Teaching Assistants to support the work of individual and groups of children.
- Use of floor books and Seesaw.
- Use of questioning techniques and challenges to extend learning.

Where can the long term, and/or medium-term plan be found?

An overview of Geography across the school can be found in the Geography Subject Leadership folder in Dropbox or in the Curriculum folder in One Drive. Long term planning for Geography can be found on each class's Curriculum Map and medium/short term planning will be found alongside individual teacher's planning for a particular half term.

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Implement

How is the subject implemented in the Early Years Foundation Stage?

We teach Geography as an integral part of the topic work covered during the year. We ensure that the geography curriculum for EYFS makes a significant contribution to the Early Learning Goals set out in the EYFS Framework: People and Communities. These underpin the curriculum planning for children aged three to five years. This is achieved through activities including investigating and observing our locality over the course of the year, local field trips and by finding out about various places and habitats.

What professional development is offered to staff in relation to the subject?

Lancashire's Geography Teaching and Learning Consultant delivers YTSA cluster training sessions every year for the subject leader to attend, along with schools in the alliance, and to feedback into school. The subject leader also attends CPD (Continuing Professional Development) courses run by Lancashire and feeds back to SLT before implementing actions. Regular staff meetings on Geography are led by the Subject Leader which include delivering CPD and introducing added resources. Teaching staff can team teach with the subject leader along with continuous informal meetings and coaching throughout the year.

What resources are used to support the planning of the subject? (schemes of work etc)

Two-fold Learning Objectives (question and skill) are taken from The Lancashire Key Learning Document for Geography or the National Curriculum. Although the school does not strictly follow the Lancashire Units of work, the Lancashire units of study for each year group are also available to aid planning. Teachers are encouraged to use the online resource Digimap to support their planning and teaching.

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How is learning sequenced to build on prior learning and prepare children for the next stage in their education?

The units in Geography have been planned so that learning is progressive and builds upon prior knowledge and understanding and supports children in producing outcomes of the highest quality. Units begin with informal methods of assessment to understand where the children are in their learning and what they already know. Teachers ensure that there are always opportunities for every child regardless of their ability to further develop their skills and knowledge within a unit. We use the Lancashire Key Learning document (KLIPs) to ensure that objectives are taken from specific year group content and that Geography knowledge, skills and understanding of processes are being advanced and built upon. The units of work are reviewed each year to ensure there is progression across all classes including mixed age classes.

What resources are available to support the implementation of the subject?

Practical equipment and resources for Geography are located upstairs in the little classroom. The cupboard is clearly marked to ensure that they are returned to the correct place. A range of atlases suitable for all ages are stored upstairs in the resource area.
School has also subscribed to the online resource Digimap and all staff are encouraged to use this resource to support their teaching and the children's learning. Purple Mash is another digital resource that widely supports the teaching of Geography, as is Discovery Education. Outside agencies (for example United Utilities) are also used to further enhance and support learning through workshops in school.
Staff are to inform the subject leader if any resources need replacing or would enhance the teaching and learning of the children.

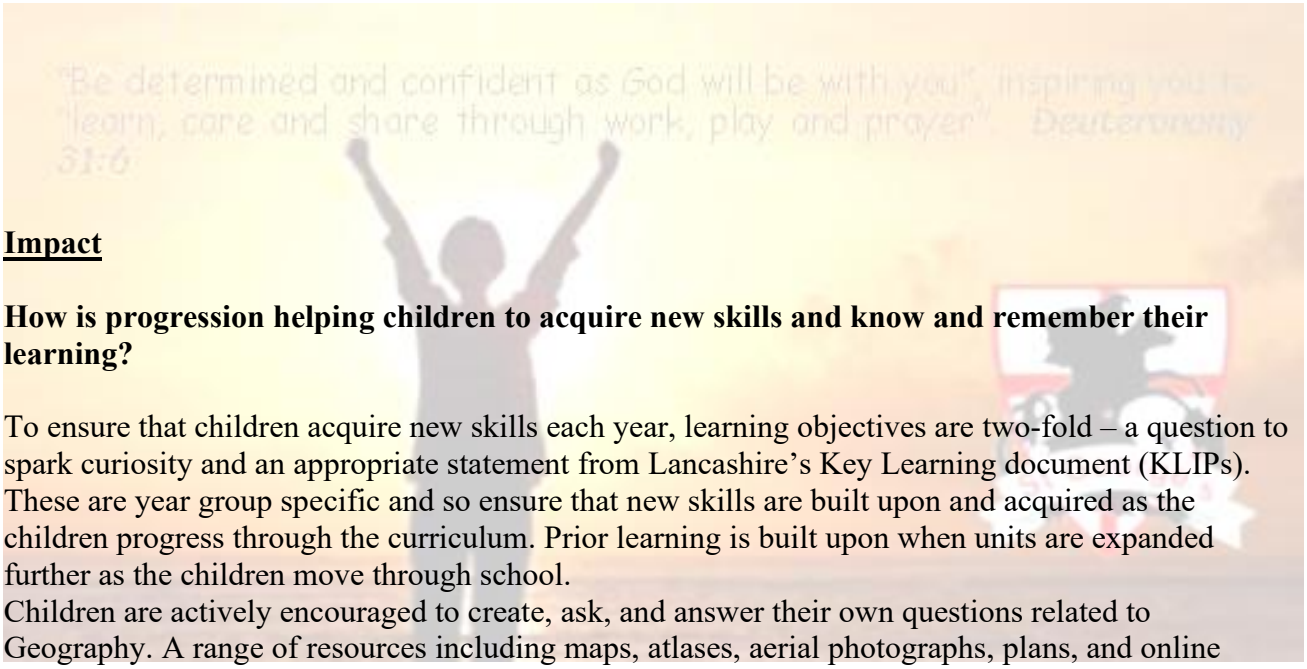
How are parents involved in the subject?

A parent questionnaire is sent home every year to understand how parents feel about the geography curriculum, how inspiring it is and how they feel their child is progressing. This feedback helps to inform action for the next year.
Every class produces a half termly newsletter and |Homework Menu which are also used to inform parents of curriculum coverage in Geography. Parents and children are also asked to share any home learning activities via Seesaw or school's Facebook page.

It is this subject's policy that at the beginning of each unit, scrap books are referred to, and content previously taught is revisited. It is also this subject's policy that there is an entry assessment of content, and previously taught content this should be lesson 1, and at the end of the topic, an exit assessment for the final lesson. This can take the form of verbal, mind maps,

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Mentimeter, KWL, wordle, verbal etc. It may be useful to refer to key concepts, which are on the subject overview.



Impact

How is progression helping children to acquire new skills and know and remember their learning?

To ensure that children acquire new skills each year, learning objectives are two-fold – a question to spark curiosity and an appropriate statement from Lancashire's Key Learning document (KLIPs). These are year group specific and so ensure that new skills are built upon and acquired as the children progress through the curriculum. Prior learning is built upon when units are expanded further as the children move through school.
Children are actively encouraged to create, ask, and answer their own questions related to Geography. A range of resources including maps, atlases, aerial photographs, plans, and online technologies help to support and develop geographical skills and fieldwork.

In July 2022, the school had a STEM (Science, Technology, Engineering and Maths) week where many elements of Geography were taking place. These included traffic surveys, visits from the Environment Agency to talk about flooding prevention and action and using and creating maps as part of fieldwork. These experiences spark the children's interest and support and encourage sticky learning.

In January 2023, the school had a 'Great Explorers' themed week which began with a real hot air balloon in the school hall. Throughout the week, classes learned about explorers and their journeys, the places they visited and what life was like. Jacqui Hill Murphy, a real life explorer, came to speak to the children about her adventures and Hannah Whitby, an oceanographer, shared her experiences

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working at sea. These life experiences inspire and fascinate the children, creating wonder and curiosity.

Fieldwork is integral to good Geography teaching, and we are lucky at St George's to have access to woodland areas on site to provide children with many opportunities to involve them with practical Geography, research, and enquiry in school, and beyond into our local area and further afield. Teachers are encouraged to include trips or experiences to enhance children's learning of Geography through fieldwork, observation, and practical experiences as it is a subject which demands investigation, opens new discoveries, and encourages important skills such as critical thinking and problem solving. Geography school trips allow children to have a basic and practical understanding of what it is to be a geographer by experiencing it for themselves and a great Geography trip can be something which the children will remember for the rest of their lives.

What are pupil attitudes to this subject, how are they gathered and how does pupil voice influence subject development and improvement?

Pupils' views and attitudes towards Geography are gathered every year in the form of a pupil voice questionnaire. A group of children are selected from across the school and discuss a range of questions with the subject leader around understanding, challenge, and enjoyment of the subject. These answers then feed into the action plan for the upcoming year.
Pupils' attitudes towards Geography are currently incredibly positive with children choosing words including 'exciting, interesting, fun and engaging' to describe how they feel about Geography. Children's comments about why it is important to learn about Geography range from 'Making sure we keep the world healthy and look after it' (Year 1 and 2) to 'Using map skills and co-ordinates to locate places' (Year 5)

How do children record their learning?

Teachers and children are encouraged to use a variety of methods to record and evidence learning in Geography. Formal ways in which children can record their learning is in their Geography book, however this is not always necessary due to every class having a floor book. Floor books are a way of recording work which may not be necessary for every child to have in their own book, for example a group task activity. Similarly, the floor book should be used to show a variety of learning tasks and for a wider picture of Geography over the course of the year. Seesaw can also be used to record children's work and to set learning tasks. Any work recorded in this way should have a clear learning objective.

How is feedback given to children?

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Teachers assess children's work during lessons and give immediate feedback where appropriate. The teacher will assess work after the lesson and will give written or oral feedback to the pupils before the next lesson. The teacher will also use this assessment to inform future planning and learning. In line with the school's marking policy, written or verbal feedback is given to the child to help support their understanding and progress. If a child is given verbal feedback during a lesson, detailed marking is not necessary. Children are always given the opportunity to respond to feedback before the next lesson.

How and when is the subject assessed?

This is in line with the school's assessment policy. Summative and formative assessment should be made as follows:

At the end of a unit of work, the class teacher makes a summary judgement about the work of each pupil in relation to the National Curriculum. The children working above age related expectations and those working below age related expectations will be recorded on the teacher's long-term plan. These judgements are used as a basis for assessing a child's attainment within a unit. This information is then given to the next teacher.

How do assessments impact future learning?

Teachers use each lesson's assessment to adapt the planning for the next lesson to address misconceptions, achieve unmet objectives or provide challenge to more able learners. This method of assessing also supports the planning for the next half term for adaptive teaching purposes. It is also made available for the next teacher at the end of the year. This enables the next teacher to implement strategies to support children working below year group expectations and provide adequate challenge for those working at year group expectations and at greater depth.

How and when is the curriculum map reviewed?

The geography curriculum is reviewed every year. Assessment data, pupil voices and parent questionnaires feed into any changes made as do any changes to the class structure for the next academic year. The curriculum map is checked against Long Term Plans and cross referenced with the National Curriculum and the Lancashire Key Learning document.

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