



**Over St John's C.E. Primary School**  
**'Let you light shine before others.' Matthew 5:16**  
**Geography Policy**

**Introduction**

This policy outlines the teaching, organisation and management of Geography taught and learnt at Over St. John's CE Primary School.

The policy has been drawn up as a result of staff discussion, monitoring and in line with statutory guidance. The implementation of this policy is the responsibility of all teaching staff.

**Intent**

Through our teaching of Geography we aim to:

- stimulate pupils' interest in and curiosity about the natural and human aspects of the world;
- increase their knowledge and understanding of the changing and diverse world;
- encourage pupils to ask questions about people, places and the environment;
- develop pupils' competence in specific geographical skills;
- foster a sense of responsibility for the earth and its resources.

**Through Geography we can also:**

- Improve pupils' skills in English, Mathematics and Computing;
- Develop pupils' thinking skills through an enquiry based curriculum;
- Promote pupils' awareness and understanding of diversity, including gender, cultural, spiritual and moral issues;
- Develop pupils as courageous citizens;
- Raise awareness and understanding of the fundamental British Values.

**Entitlement**

Geography is a foundation subject in the National Curriculum. The fundamental knowledge, skills and understanding of the subject are set out in the National Curriculum Programmes of Study. All pupils are entitled to access the Geography curriculum at a level appropriate to their needs arising from age, race, gender, ability or disability. Fieldwork may have to be adapted to individual requirements. Geography is taught using a rolling programme in Key Stage 2 and year on year programme in Key Stage 1 to ensure full coverage of the National Curriculum requirements are delivered across both the key stages.

Within Early Years Foundation Stage the children are taught Geography predominantly through the following areas of learning; Understanding of the World, Communication and Language and PD

(People Who Help Us) from the Statutory Framework for EYFS. The teaching of Geography is driven by the interests of the children.

### **Equal Opportunities and Diversity**

We are committed to providing a teaching environment conducive to learning where each child is valued, respected and challenged regardless of protected characteristics. In Geography, a diverse range of countries and cultures are included within the curriculum to help children to understand their own country, culture and the wider world.

### **Implementation**

The mode of working in Geography is a mix of class teaching, cooperative groups and individual work.

- a) Groups are usually of mixed ability and are encouraged to communicate their findings in a variety of ways.
- b) Fieldwork is a purposeful and integral part of the curriculum.

Geographical work is recognised in a range of ways, including display, photographs, geography books or in communicating the results of geographical enquiry to the whole class.

### **When teaching Geography we:**

- Use a key enquiry based question to direct pupils' thinking/ enquiry;
- Vary the resources and activities to ensure each pupil can learn effectively;
- Use a range tasks to ensure that key knowledge is embedded and revisit key learning to foster sticky knowledge.
- We plan opportunities for meaningful fieldwork whenever possible.

### **The role of the Geography Subject Co-ordinator is to:**

1. Support colleagues in teaching the subject content and developing the detail within each unit;
2. Renew, update and complement resources needed to deliver the curriculum and advise with field work opportunities, within budget restraints;
3. Audit current practice;
4. Develop assessment and record keeping to ensure progression and continuity;
5. Keep abreast of developments in Geography education and media usage.

### **Impact**

#### **Assessment**

Children will be assessed according to pupils understanding of concepts, geographical skills, development of values and knowledge of content as laid out in Curriculum 2014. Tracking will take place using curriculum statements across the KS1 and then KS2 and a best fit judgement is awarded. EYFS assess using the Statutory Framework.

### **Resources**

Resources are stored centrally in themed boxes and include maps, globes, measuring equipment and media resources, and are also available from The Winsford Education Library.

### **Monitoring and Evaluation**

To monitor and evaluate Geography, the Subject Co-ordinator will follow the school's monitoring system and includes:

- Lesson Observations and feedback.
- Work sampling alongside the Long Term Curriculum Map.
- Pupil Voice based on the direction of the SSIP.
- Learning Walks.
- Reviews resource provision;
- Works co-operatively with the SENCo;
- Discusses regularly with the Head Teacher the progress with implementing this policy in the school.

H N Williamson & L Worstencroft

To be reviewed at least every two years.

Signed:

E Snowdon

Head Teacher

Date: January 2025

Review Date: January 2027