

Geography Policy

Staff Responsible:	**Mrs Louise Tweedie**
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Teaching and Learning in Geography

Subject Identity: Geography

Fingerprint Statement

Geography is a subject that explores the physical and human features of the world, enabling pupils to develop place knowledge, spatial thinking and environmental awareness. Through the use of maps, fieldwork and real-world data, pupils examine how people, places and environments are interconnected, while being encouraged to question patterns and processes they observe.

Core Concepts and Themes

Geography is rooted in a set of core concepts that underpin all learning within the subject. These concepts allow pupils to develop a coherent understanding of the world and their place within it.

The key concepts are:

- **Place** – understanding the physical and human characteristics of locations
- **Space** – recognising patterns, distributions and connections across the world
- **Environment** – exploring relationships between people and the natural world
- **Interconnection** – understanding how places and systems are linked
- **Sustainability and Change** – considering responsibility for and impact on future environments

Together, these concepts support pupils in developing an understanding of places, environments and the complex, interconnected nature of our world.

Disciplinary Ways of Thinking

These foundations are brought together through geographical thinking, which represents the disciplinary approach of the subject. Pupils are taught to make sense of the world by applying key ways of thinking that geographers use.

This includes:

- Using spatial thinking to interpret the world
- Considering scale, from local to global contexts
- Identifying connections between places and systems
- Exploring the interaction between human and physical processes

Through this approach, Geography enables pupils to think critically about place, space and environment, supporting them to interpret patterns, processes and relationships across a range of contexts.

Teaching and Learning Documentation

To ensure clarity, consistency and effective communication across all subject areas, key documentation is developed by the Subject Leader and shared with relevant teaching staff. This documentation includes:

1. **Subject Policy**
2. **Curriculum Rationale**
3. **Unit of Study Overview**
4. **Knowledge and Skills Overview**
5. **Working Plan**

Collectively, these documents outline the intent, coverage and implementation of each wider curriculum subject, supporting high-quality teaching and ensuring a coherent and progressive learning experience for all pupils.

Subject Leadership and Monitoring

Subject Leaders are responsible for monitoring and evaluating the effectiveness of their subject throughout the academic year. To ensure this is carried out systematically and with impact, the following key documentation is maintained and reviewed regularly:

1. **Subject Audit**
   An annual audit is completed to evaluate the overall effectiveness of the subject. This includes a RAG rating to identify strengths and areas for development, and to inform priorities for the year ahead.
2. **Subject Action Plan**
   A focused three-point action plan is developed, informed by both the School Development Plan and outcomes from the subject audit. This outlines clear next steps to support ongoing improvement and raise standards within the subject.
3. **Learning Enquiry**
   As part of the school's monitoring cycle, the Learning Enquiry process ensures a robust evaluation of the subject. This includes a range of activities such as book looks, learning walks, planning and resource checks, pupil voice and staff voice. Findings are collated, shared with relevant staff, and used to inform subsequent actions and next steps.

Delivery of Geography

Our curriculum is structured to create purposeful links between subject areas within *The Arts* and *The Humanities*. The following pairings are in place:

- Art & Design and Geography
- History and Design & Technology

This approach ensures that each year group studies one 'Arts' subject alongside one 'Humanities' subject for a block, before alternating to the complementary pairing in the following block. As a result, pupils experience three focused blocks of learning in each subject across the academic year.

The specific structure of delivery varies between year groups to ensure that all subjects are taught at different points across the academy throughout the academic year. This staggered approach supports effective curriculum coverage, resource management and subject leadership oversight.

Lesson Content

To support the development of a secure foundation in Geography, key lesson components have been established alongside teaching proformas to ensure consistency and clarity in delivery across all classes.

These components include:

- **"What is Geography?" statement**
  At the start of each lesson, pupils are reminded of the definition of the subject: "*Geography is learning about our planet and the world we live in. We investigate people, places and how they affect each other.*" This ensures a shared understanding of the discipline.
- **"Why learn Geography?"**
  Pupils are explicitly reminded of the key skills developed through the subject, including questioning, collecting, analysing and communicating data. This may involve fieldwork, maps and other geographical sources, alongside discussion of the wider purpose and relevance of studying Geography.
- **Comparative units and fieldwork studies**
  Where applicable, the focus and purpose of comparative studies and fieldwork are clearly identified within lesson materials, ensuring pupils understand the intent and context of their learning.
- **Locational knowledge**
  To deepen pupils' understanding of place, any new location introduced is explored using structured approaches such as COWWS (Years 2–4) or HOTCLUB (Years 5–6). This supports the development of secure and connected locational knowledge.
- **Key vocabulary**
  Carefully selected, subject-specific vocabulary is introduced, discussed and clarified within each lesson. Teachers facilitate purposeful talk to ensure pupils can confidently use and apply this terminology.
- **Teaching Toolkit strategies**
  High-quality teaching is underpinned by the effective use of agreed Teaching Toolkit strategies. These include modelling, retrieval practice, adaptive teaching, precise assessment and opportunities for purposeful reflection, all of which support strong learning outcomes.

Performance and Learning Evidence

The systematic collation of evidence is essential in supporting pupils' learning and enabling effective monitoring of teaching and learning by subject leaders and senior leaders. To ensure Geography learning is captured consistently and meaningfully across the school, the following approaches are in place:

- **Reception** – Curriculum floorbooks are used to capture shared learning experiences, discussions and outcomes throughout Play 2 Learn sessions.
- **Key Stage 1 (Years 1–2)** – A combination of Team Geography floorbooks and Earwig is used to document both collaborative and individual learning.
- **Key Stage 2 (Years 3–6)** – Individual Geography exercise books are used alongside Earwig to provide a comprehensive record of pupils' knowledge, skills and progression over time.

Please note: *Earwig is an online platform used to capture and store evidence of learning, including class discussions, activities and outcomes. It supports the documentation of pupils' developing knowledge and skills across the curriculum.*

Assessment

In line with the school's Marking and Feedback Policy, adults are expected to use ongoing formative assessment throughout the learning sequence. This ensures teaching is proactive and responsive to the needs of all pupils. Feedback may be delivered verbally or in written form and should support pupils in making progress within the lesson and over time.

At the end of each half-term, pupils' retention and depth of knowledge are assessed through two key approaches:

- a retrieval quiz, focused on knowledge recall
- an open-ended 'connections' task, enabling pupils to demonstrate the breadth and depth of their understanding across the unit

Pupils identified as 'working below' National Curriculum expectations are recorded within the Wider Curriculum Assessment grids, alongside a brief commentary to support the identification and monitoring of gaps in learning across the curriculum.