Geography Policy

Intent

At Pleasant Street Primary School, we believe that developing an interest in Geography is fundamental to helping children understand the world around them and their place within it. We aim to inspire pupils' curiosity and fascination about the world's people, places and environments, fostering a lifelong appreciation of geography.

Our curriculum equips pupils with knowledge about diverse places, people, resources, and natural and human environments, alongside a secure understanding of the Earth's key physical and human processes. As pupils progress through the school, they develop an increasingly sophisticated understanding of how physical and human processes interact to shape landscapes and environments over time.

Our curriculum builds progressively from the Early Years Foundation Stage, where children begin exploring their immediate environment and the wider world, providing a strong foundation for future geographical learning.

Aims

We aim for all children to:

- Develop a secure understanding of their local area and its significant geographical features.
- Compare and contrast locations within the UK and around the world.
- Identify and explain human and physical geographical features in a range of contexts.
- Understand key geographical processes and how environments change over time.
- Recognise the impact humans have on the environment and understand their responsibilities as global citizens.
- Develop and apply a range of geographical skills, including map reading, map drawing and the interpretation of geographical information.
- Participate in meaningful fieldwork, collecting, analysing and presenting data to answer geographical questions.
- Build and confidently use ambitious geographical vocabulary.

Expectations

By the time pupils leave Pleasant Street Primary School, we expect them to:

- Have a secure understanding of the local area and the wider world.
- =Name and locate the world's continents and five oceans, the countries and capital cities of the United Kingdom, and key global locations studied throughout the curriculum.
- Explain similarities and differences between places through the study of both human and physical geography.
- Use geographical vocabulary accurately when discussing their learning.
- Apply geographical enquiry skills to investigate and explain the world around them.

Curriculum, Teaching and Learning
Our Geography curriculum has been carefully sequenced to ensure knowledge and skills build progressively from the Early Years Foundation Stage through to Year 6. Learning begins with children's immediate environment in EYFS before expanding to the local area, the United Kingdom and the wider world.

Lessons are knowledge-rich and incorporate opportunities for enquiry, discussion, fieldwork and retrieval practice. Teachers explicitly teach subject-specific vocabulary, ensuring children revisit and apply key concepts throughout each unit.

Every classroom should include:

- A dedicated Geography washing line or display showcasing current learning and key vocabulary.
- A topic table containing artefacts and resources to promote curiosity and discussion.
- A selection of high-quality fiction and non-fiction texts linked to the current topic within the reading area.
- A large world map and globe accessible for regular reference.

The Use of Poetry
Poetry is used to enrich the Geography curriculum by helping pupils develop a deeper understanding of places, landscapes, environments and the natural world. Carefully selected poems provide opportunities for children to explore geographical themes through descriptive language, encouraging curiosity, creativity and empathy for different places and cultures.

Teachers are encouraged to:

- Display a poem linked to each geography topic throughout the unit.
- Read and discuss poetry regularly to develop geographical vocabulary and oracy skills.
- Use poems to explore physical and human features, weather, climate, habitats and environmental issues.
- Encourage pupils to identify and use ambitious geographical vocabulary within poetry.
- Make meaningful links between Geography and English through reading, discussion and writing activities inspired by the poems.

The use of poetry supports pupils in developing a richer geographical vocabulary, strengthens reading comprehension and encourages children to make meaningful connections between language and the world around them.

Assessment, Recording and Reporting
Assessment is integral to teaching and learning and is used to inform future planning.

Pupils are assessed against the National Curriculum objectives for each unit using a range of assessment strategies, including:

- Ongoing formative assessment through questioning, discussion and observations.

- Topic quizzes to assess knowledge retention.
- Geography rubrics, which support teachers in making consistent judgements against pupils' work throughout each unit.
- End-of-unit assessment tasks that enable pupils to demonstrate their understanding and application of geographical knowledge and skills.

The introduction of rubrics has strengthened assessment consistency across the school and provides clear progression from the observational assessment approaches used within EYFS.

Assessment information is shared with the Geography Subject Leaders and analysed to identify strengths, areas for development and any groups requiring additional support.

Staff Development

Teachers are encouraged to continually develop their geographical subject knowledge through professional development opportunities and the use of high-quality resources.

Curriculum planning meetings with the Geography Leads ensure staff understand learning outcomes, progression and assessment expectations. Whole-school monitoring identifies strengths and informs future CPD, including support with assessment, vocabulary development and geographical enquiry.

Resources

Each classroom should have:

- A large world map.
- A globe.
- Access to age-appropriate atlases.
- A well-maintained topic box containing artefacts and resources to enrich learning.
- Topic books displayed within the classroom reading area or on the designated topic bookshelf.

Staff are encouraged to evaluate resources at the end of each unit so topic boxes can be updated, replenished and enhanced annually.

Monitoring and Evaluation

The Geography curriculum is monitored regularly through:

- Learning walks.
- Book looks.
- Pupil voice.
- Teacher evaluations.
- Planning reviews.
- Assessment analysis, including topic quizzes and rubric outcomes.

Monitoring outcomes are used to celebrate strengths, identify areas for development and inform future curriculum improvements and staff professional development.

Geography policy appendix

Teaching

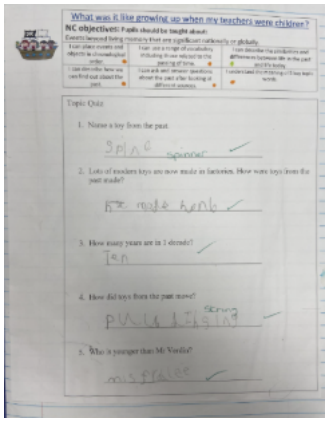
When teaching Geography and History, teachers should follow the agreed medium-term planning which details the learning objectives, key vocabulary, assessment opportunities and suggested activities. All planning and resources must be stored on the school's OneDrive. Teachers should explicitly teach and revisit key vocabulary, make purposeful links to prior learning and ensure lessons develop both substantive and disciplinary knowledge.

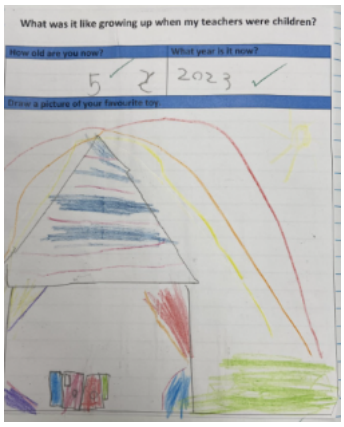
Recording

All elements of the planning should be taught and evidenced through books, floor books, Chatter or Seesaw. Learning objectives should match those identified in the planning. Geography evidence must include map work and History evidence must include chronological understanding through timelines. At the start of each topic, every pupil should have a front sheet (including the mid-topic quiz) and a pre-topic task.

At the start of each topic, the following documents should be stuck into each book in order:

1. Front sheet (with mid-topic quiz below objectives)
2. Pre-topic task





Trips

Each topic includes a suggested educational visit or enrichment opportunity. Visits should be planned well in advance and linked directly to curriculum outcomes. Pre-, during- and post-visit learning should be mapped into planning and evidenced. Risk assessments must be completed. Geography and History Subject Leaders are available to support staff with sourcing venues, planning curriculum-linked visits and recommending resources.

Cross Curricular Links

Meaningful cross-curricular links should be planned wherever appropriate. This includes:

- English: Non-fiction writing (e.g., reports on historical events, persuasive letters from a character's viewpoint).
- Poetry inspired by geographical locations and historical events.
- Art/DT: Model-making (e.g., castles, volcanoes), sketching historical artefacts or maps.

- Maths: Timelines (chronology), measuring distances on maps, population data interpretation.
- Science: Natural phenomena (e.g., weather, erosion) in geography topics.
- Music/Drama: Re-enactments of historical events or traditional songs from a studied period or culture.

Topic tables

Each topic has a resource box containing artefacts and supporting materials. Resources and key vocabulary should be displayed throughout the topic.

Assessment

Assessment should include: Pre-topic quiz to assess prior knowledge; Mid-topic quiz to check understanding; End-of-topic hot task demonstrating learning using subject vocabulary. Teachers must also complete the agreed Geography and History assessment rubrics using evidence from books, discussion, Chatter/Seesaw and hot tasks. Rubrics should inform teacher judgement, identify pupils working below, at and above expectations, support moderation and inform future planning and intervention.

Vocabulary

Topic-specific vocabulary should be taken from the planning. KS1 should display and teach at least five key words and KS2 at least ten. Vocabulary should be revisited regularly and stuck into pupils' books alongside the hot task.

Monitoring

Subject Leaders will monitor Geography and History through an agreed annual monitoring schedule including book looks, planning reviews, learning walks, pupil voice, classroom environments, topic tables, Chatter/Seesaw evidence and assessment data analysis using the agreed rubrics. Feedback will be provided following monitoring to celebrate strengths, identify next steps and inform curriculum development, staff CPD and future action planning.