

St Chad's RC Primary School

Geography Policy

2024-2026



'Love one another as I have loved you'

John 15:12

Last reviewed on: September 2024

Next review due September 2026
by:

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1. Introduction

1.1 Purpose of the Policy

This policy outlines the intent, implementation, and impact of Geography teaching and learning at St Chads RC Primary School. It ensures a consistent and high-quality approach to geography education in line with statutory requirements and guidance from the Department for Education (DfE) and Ofsted.

1.2 Legislative and Statutory Framework

This policy is informed by:

- The National Curriculum in England: Geography Programmes of Study (2014)
- Ofsted's Education Inspection Framework (EIF) (2019, updated 2023)
- DfE Guidance on the Primary Geography Curriculum
- Relevant school policies, including Teaching and Learning.

Intent

2.1 Vision and Purpose

At St Chads RC Primary School, we aim for all pupils to develop:

- A secure knowledge of diverse places, people, resources, and natural and human environments.
- A deep understanding of physical and human geographical features and processes.
- Geographical skills to interpret maps, collect and analyse data, and effectively communicate findings.
- A strong sense of curiosity about the world, promoting enquiry-based learning.

2.2 Aims of the Geography Curriculum

In line with the National Curriculum (2014) requirements, our geography curriculum ensures that pupils:

- Develop contextual knowledge of globally significant locations.
- Understand key human and physical geographical concepts and processes.
- Are proficient in geographical enquiry and fieldwork skills.

3. Implementation

3.1 Curriculum Planning and Delivery

- Geography is taught as a discrete subject and through cross-curricular links when appropriate.
- The curriculum follows a progressive model, ensuring knowledge and skills build over time.
- Long-term and medium-term planning documents reflect National Curriculum coverage.
- Schemes of work are designed considering cognitive load theory and retrieval practices to aid long-term retention.

3.2 Teaching and Learning Strategies

Teachers use:

- Direct instruction, modelling, and guided practice to introduce new concepts.
- Inquiry-based learning, encouraging pupils to explore and investigate independently.
- Fieldwork activities to support hands-on, experiential learning aligned with National Curriculum expectations.

3.3 Fieldwork and Practical Learning

Fieldwork is a key component of primary geography, ensuring learning extends beyond the classroom. Pupils:

- Engage with local, national, and international case studies.
- Apply geographical skills in outdoor settings, including data collection and map use.
- Explore key physical and human geographical features in real-world contexts.

3.4 Use of Maps, Technology, and Resources

- Pupils develop competence in using atlases, globes, aerial photographs, and digital mapping tools.
- Technology such as satellite images and virtual field trips enrich learning experiences.

3.5 Inclusion, Equality, and Differentiation

- Lessons and resources are adapted to meet varying needs, including SEND, EAL, and disadvantaged pupils.
- Teachers ensure cultural diversity is represented in geographical case studies and discussions.
- Scaffolding and challenge strategies support all learners in developing knowledge and skills.

4. Impact

4.1 Assessment of Learning

Assessment is integral to teaching and learning in geography. It includes:

- Formative assessment through questioning, class discussion, and low-stakes quizzes.
- Summative assessment via assessed pieces of work, projects, and topic-based evaluations.

- Self and peer assessment to promote metacognitive awareness and reflection.

Assessment outcomes are used to inform future planning and teaching strategies.

4.2 Monitoring and Evaluation

The geography subject leader ensures high-quality provision by:

- Conducting book scrutiny, pupil voice interviews, and classroom observations.
- Reviewing planning to check progression and attainment.
- Providing professional development for staff to support curriculum delivery.

Roles and Responsibilities

5.1 Role of the Geography Subject Leader

The subject leader will:

- Lead, monitor, and evaluate the implementation of the geography curriculum.
- Provide CPD opportunities to enhance subject knowledge and pedagogy.
- Ensure the geography policy is regularly reviewed and updated.

5.2 Role of Teachers

Teachers are responsible for:

- Delivering engaging, knowledge-rich geography lessons.
- Planning progression in knowledge, skills, and understanding in line with the National Curriculum.
- Ensuring assessment strategies accurately reflect pupil attainment and progress.

5.3 Role of Pupils

Pupils are expected to:

- Show enthusiasm and curiosity about geographical learning.
- Engage actively in enquiry-based learning and fieldwork opportunities.
- Develop and apply geographical skills in a range of contexts.

5.4 Role of Governors

The governing body will monitor the impact of geography teaching, ensuring it meets national standards and contributes to the school's wider curriculum aims.

6. Professional Development

- Staff have access to regular CPD to enhance geographical knowledge and pedagogical skills.
- Training is provided on geographical enquiry, fieldwork, and integrating technology into lessons.
- Subject leader collaborates with geography networks to ensure best practice is followed.

7. Links to Other Policies

This policy should be read in conjunction with:

- **Teaching and Learning Policy**
- **Marking and Feedback Policy**
- **SEMH Policy**
- **Equality Duty and Objectives Policy**
- **Educational Visits Policy**

8. Review and Evaluation of Policy

- The geography policy will be reviewed every **year** or sooner if required.
- Feedback from staff, pupils, and parents/carers will inform improvements.
- Updates will reflect curriculum developments, educational research, and best practice guidance from DfE and Ofsted.

Policy Review Date: September 2025

Next Review Date: September 2026

Reviewed by: Catherine Chapman- Geography subject leader.

This framework ensures that geography is delivered effectively in line with the **National Curriculum** and **Ofsted expectations**, fostering geographical knowledge, skills, and curiosity in all pupils.

