



Geography Policy

Date Written / Reviewed	February 2026
Date of Next Review	February 2029
Headteacher	<i>R Swaby</i>
Chair of Governors	<i>M Hopkins</i>

Intent

Our ambition is to instil an interest, fascination, curiosity and desire to investigate a variety of human and physical characteristics of different places, both local and afar, through purposeful research, careful questioning, real life experiences and fieldwork. A growing knowledge of different places, people and processes will equip our pupils with the skills to thrive in the modern world and help them to become global citizens, that share a responsibility for the planet and how to live on it sustainably.

“Geography explains the past, illuminates the present and prepares us for the future. What could be more important than that?”

Michael Palin

Aims

We aim to inspire pupils to be curious about the world and what learning about it can do for them. Key aims include developing spatial awareness, environmental responsibility, and mastery of geographical skills (maps, fieldwork) while exploring physical and human processes. Children learn about careers related to Geography from members of the local and wider community, with specialist skills and knowledge (for example during science learning and the Year 6 business challenge) and this ensures that they are well prepared for the next steps of their education.

Implementation- Teaching & learning

Geography at Delph Primary School provides challenging and enjoyable learning through a range of activities, learning experiences, fieldtrips and fieldwork. Our Geography curriculum is inclusive and ensures that all children, regardless of ability, can access the wide range of activities on offer.

The whole school long-term plan, curriculum webs, progression grids and sticky knowledge grids set out the objectives to be taught throughout the year and ensure that the requirements of the National Curriculum are fully met. Regular assessments take place to measure progress, which includes a ‘Memory Geoggers’ quiz. Previous Geography learning is continually revisited throughout the year.

Pupils participate in Geography learning through their whole class topic learning, with all classes studying a Geography topic during the Spring term (second half). Some classes have additional Geography topics, but all year groups study other aspects of Geography through cross-curricular links. For example, there are many overlaps of Geographical skills with Maths. Our pupils investigate, measure, record and present data in response to enquiry based questions focusing on familiar mathematical themes linked to place and space such as: 'How far do you travel to school?', 'How many of the class walk to school?' or 'How big is our classroom?' The Word Aware Approach is used to pre-teach all topic vocabulary, including Geographical terms and pupils complete many writing projects linked to the current or previous Geography topics.

Geographical questioning helps pupils to gain a coherent knowledge and understanding of the world and its people. Alongside our key enquiry questions, we share high-quality knowledge mats which offer 'sticky knowledge' and 'key vocabulary' that are embedded in lessons and through incidental learning opportunities. Through offering a wide range of terminology we are able to use this new knowledge to help with our assessment of topic understanding.

We aim to instil a love of the outdoors and to enhance pupils' understanding and appreciation of their locality, each class participates in a local walk linked to a curriculum area, each half term. This includes trips to the local church, the library, traffic surveys, the daily mile etc... This helps to create a sense of place and allows class teachers to revisit previous Geography learning and provide incidental learning of new Geography concepts.

Impact

Our Geography curriculum offers high quality and well planned lessons which encourage progression.

Our semi-rural setting allows easy access to a wide range of human and physical features for pupils to investigate and provides ample opportunities for local, relevant fieldwork. This makes the curriculum have greater meaning and relevance for our pupils. Our pupils show us that they understand why they are learning what we teach them.

The impact of the cycle approach to the teaching of Geography - plan, do, assess, review, means that our pupils have the opportunity to develop their Geography skills through a curriculum that is relevant for them. Through inclusive teaching, they gain a growing knowledge and understanding of the world and different localities. Our ongoing assessments of knowledge, progress and skills, helps us identify areas in which we need to encourage deeper learning.

Outcomes in topic books, evidence a broad and balanced Geography curriculum and demonstrate children's acquisition of identified key knowledge relating to each of the identified national curriculum strands, as appropriate to key stage; locational knowledge, place knowledge and human and physical Geography. This is in addition to the development and application of key skills, supported by fieldwork. In addition, we measure the impact of our curriculum through the following methods:

- Reflecting on standards achieved against the planned outcomes;
- Children knowing more and remembering more about Geography;
- Children's enjoyment of Geography lessons and keenness to find out more about our world;
- Evidence of work showing a range of topics covered, cross curricular links and adapted work;
- High standards in Geography that match standards in other subjects such as English and Maths;
- SLT are kept informed through feedback from annual subject monitoring, which includes lesson observations, book looks, planning scrutiny and pupil voice and then helps the subject leader to identify future priorities for Geography.

Roles & responsibilities

Headteacher & Governing Board

The Headteacher and Governing Board are responsible for:

- Involvement in focus groups to develop policy and practice.
- Overseeing the standards of Geography
- Approving the acquisition of new resources.

Subject Leader(s)

The subject leader is responsible for:

- The audit and identifying of resources for purchase.
- Liaising with SLT to ensure effective maintenance and ease of access to resources.
- Monitoring and evaluating the implementation of the scheme of work.
- Delivering relevant inset training to other members of staff.
- Reviewing long, medium, and short-term planning.
- Reporting to governors on standards.

- Writing, modifying and reviewing, in consultation with other staff and governors, the policy document for Geography

Class Teacher

The Class Teacher is responsible for:

- Planning and delivering the Geography curriculum.
- Assessing children's work both formatively and summatively.
- Reporting to parents/carers and the subject leader(s).
- Planning and risk assessing fieldwork opportunities.

Inclusion

Provision is made for all pupils regardless of ability, disability, special educational need, medical condition, gender, faith or ethnicity. All children have a right to be treated equally, regardless of their starting points. Delph's 'SEND Information Report' provides further information on our school offer and can be viewed on our school website.

Geography is a foundation subject and as such forms part of the school curriculum to provide a broad and balanced education to all children. Through our Geography teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's individual needs. Assessment against the National Curriculum and subject based progression grids allow us to consider each child's attainment and progress.

Assessment for Learning

“Don't track numbers, think about what children now know, understand or can do, that they couldn't before.”
Sean Harford, Ofsted.

The class teacher will assess children's work in Geography by making informal judgements during lessons by questioning, observing and eliciting children's ideas.

EYFS

Our approach to assessing pupils in the EYFS is through observations, careful questions, listening in, set tasks and discussion. Outdoor provision is key to development in the EYFS and ample opportunities to explore the outdoors provided.

KS1 & KS2

Our approach to assessing pupils' progress in Geography is through continuous dialogue and 'listening in' to pupils' geographical conversations as they talk while enjoying practical

activities on their geographical journey. For this to be useful, teachers need to know where the journey is going, in skills as well as content. We use the Progression Grids to do this but also enable opportunities for:

- **Active geography:** Pupils should DO geography, rather than just listen to it, by being engaged in practical activities in and beyond the classroom.
- **Geographical voice:** The pupils should have ample opportunity to engage in discussion, debate and oral presentation, rather than just writing about the geography they are doing (so that it is geographical knowledge and understanding, not literacy, that is being assessed).

At the end of specific Geography units, a Memory Geoggers assessment tool is used. This assesses pupils' retention of previous Geography learning (last year, last term, recently), in terms of Sticky Knowledge. Skills are assessed as described above. Teachers use this assessment alongside other evidence, to plan future lessons, including any common misconceptions or knowledge that has not 'stuck'.

Reporting to Parents/Carers

Parents/carers receive an overall assessment of their child's ability in Geography at the end of each academic year in an end of year report and have the opportunity to discuss their child's progress at Parent-Teacher Meetings (autumn and spring term).

Monitoring & Evaluation

Policy and practice in Geography is monitored and evaluated on a regular basis in accordance with the school development planning cycle. The provision of Geography will be monitored by the subject leader(s) in conjunction with the SLT.

Monitoring takes the form of lesson observation, planning, book scrutinies and pupil questionnaires. Feedback will be given to all staff along with recommendations to inform future policy and planning. Personal development of the subject lead(s) will be maintained to ensure that new initiatives and curriculum updates are fed back to staff and incorporated into regular practice. All staff are involved in the review and development of the Geography policy.

Data Protection Statement

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy. All data will be handled in accordance with the school's Data Protection Policy.

Data Audit for the Geography Policy

What?	Probable Content	Why?	Who?	Where?	When?
Pupil assessment data	Name D.O.B. Test data Teacher Assessment data	Monitor a child's progress and identifying next steps Well-Being of Your Child	All Staff (as necessary)	Staff electronic records Paper tests are stored securely in Data is deleted / shredded as necessary	Held on File throughout a child's time at school Key data is passed onto a new School when moving on Some data is archived until the child is 25 (e.g. SEND pupil)

As such, our assessment is that this policy:

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level of Data Compliance Requirements
	✓	

This policy will be reviewed every three years or sooner if legislation / school assessment systems change.