



Geography Policy

‘Growing in Faith and Learning’.

Our vision

Our vision is to be an Outstanding church school, guided by God, where learning is irresistible, achievement for all is high and pupils leave us successful learners, happy confident individuals and caring responsible citizens excited by challenge change and possibility.

Statement on Intent

At St. Leonard's C of E Primary School, a high-quality geography education inspires children to develop curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching equips them with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As they progress, our children's growing knowledge about their local/wider area and different areas of the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

A Introduction

This policy outlines the learning and teaching, organisation and management of Geography at St. Leonard's C of E (A) Primary School.

The policy has been drawn up as a result of staff discussion and has the full agreement of the Governing Body. The implementation of this policy is the responsibility of all the teaching staff.

WHAT IS GEOGRAPHY?

The study of geography is about more than just memorising places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exist across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together.

[Ofsted research review series: Geography, Barak Obama, May 2021]

The teaching of the geography curriculum at St Leonard's C of E Primary school is designed to enable all children regardless of background, need or ability, to have a uniquely powerful way of seeing the world and its people. Our curriculum drivers: Hope, Wisdom, Dignity and Community underpin our curriculum to make it relevant, purposeful and engaging for our pupils as well as promoting the Church of England's vision for Education.

B Purpose

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their

understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

C Aims

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

D Characteristics of effective learning

- An excellent knowledge of where places are and what they are like.
- An excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- An extensive base of geographical knowledge and vocabulary.
- Fluency in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
- The ability to reach clear conclusions and develop a reasoned argument to explain findings.
- Significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter.
- Highly developed and frequently utilised fieldwork and other geographical skills and techniques.
- A passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.
- The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

E Progression of skills and Assessment

At the end of every term, teachers will give an overall judgement on the children's ability in geography. They will use their teacher assessments, as well as the outcomes from their KWL charts (What they Know, what they Want to know and what they've Learnt) to make their final judgement. Teachers will refer to the geography progression grids for their particular year group to support their judgements. The outcomes will then be recorded on the school's online tracking system, which is called Sonar. The codes that will be used are below:

Standard	Code	Description
Greater Depth	GD	Children working at the highest level within their age group.

Above	A	Children who have met all of the criteria for expected standard and have also achieved some of the outcomes for the greater depth criteria.
Securely at Expected	AT	Children who have met the criteria to be judged as achieving the age- related expectations.
Just At	JA	Children who are just within the age-related expectations.
Below	B	Children who haven't met the standard for age-related expectations.
Significantly Below	SB	Children who are significantly below the standard for age-related expectations.
If a child is working below the standard for their year group, they will be recorded using the codes above preceded by a number which represents the age-related curriculum that they are currently working at. For example, 3JA		

Progress in the subject is tracked and monitored by the subject leader and fed back to staff during staff meeting time.

Support and challenge

For pupils who are struggling to meet the age-related expectations, teachers will plan activities to enable pupils to achieve the earlier milestone or in the case of pupils in Key stage 1 key preceding targets which are recorded as P4-P8. For pupils who are exceeding the age-related expectations, activities will be planned for pupils to work at a greater depth within the subject through extension and challenge activities.

F Role of the Coordinator

- Write, implement and review subject leader maintenance plans.
- Ensure teachers are familiar with the National Curriculum and help them to plan lessons and keep an overview of the long-term Curriculum Map and progression of skills for their subject.
- Lead by example in the way they teach in their own classroom and teach demonstration lesson.
- Keep up to date with the National Agenda and prepare, organise and lead training, with the support of the Headteacher (when required)
- Monitor standards of learning and teaching (through lesson observation, work trawls, pupil interviews) with a view to identifying the support they need.
- Monitor and Moderate Assessments and keep an overview of standards and identifying target areas for improvement.
- Identify opportunities for pupils with a gift or a talent.
- Audit and order resources.

Signed

Coordinator: *L. Cooke*

Dated: January 2026