



GEOGRAPHY POLICY 2025

Aims: At Front Street, we aim to inspire pupil's *Geographical* curiosity so that they are actively involved in their learning. We believe that *Geography* is essential for our children as it allows them to make links to the real-world, the world that we live in and the impact we have on that world.

Geography Curriculum: Our curriculum promotes the NC aims for *Geography* and provides children with the *Geographical* skills within - geographical knowledge, geographical understanding and geographical skills and enquiry. We want pupils to develop a clear geographical perspective so that they can piece together their growing knowledge and make links to who they are and where they live.

The *Geography* curriculum is focused upon the development of substantive and disciplinary knowledge:

Substantive knowledge

In geography, this is based on the knowledge of four key elements of geographical understanding. All of these elements will be taught in all year groups. These are:

Location	Develop children's knowledge of the location of significant places, both terrestrial and marine.
Place	Know the similarities and differences of significant places, both terrestrial and marine.
Human and physical features	Know the processes that provide the human and physical features of the world, including how these are interdependent and change over time.
Skills and fieldwork	Know how to collect, analyse and communicate geographical data gathered through experiences of fieldwork. Know how to interpret a range of geographical information and present this in a variety of ways, including through maps, numerical skills and written formats.

Disciplinary knowledge

In geography, disciplinary knowledge is the process of enabling children to use their substantive knowledge of the world around them to make links between and across different areas of the curriculum. *Geography* knowledge will equip the children with the opportunity to explain how and why places are changing and to predict any future changes that may happen. They will also apply

this knowledge to explain what could and should change in the future of the world in which they live; providing them with the opportunity to become effective global citizens.

Geography at Front Street is progressively sequenced to ensure that pupils' knowledge and substantive concepts are built over time and prepare them for their next steps in learning. Geography is progressively sequenced to ensure that pupils gain appreciation and understanding of areas such as map work, migration, land use, population and fieldwork skills. Through practical work, the pupils learn the discipline of the subject and apply their knowledge and skills to think like a Geographer. Fieldwork is taught and explored progressively across school. We ensure children have the opportunity to investigate a range of geographical areas and apply their knowledge of fieldwork.

Curriculum Content and Coverage: At Front Street, we use units that build on skills within the strands of - geographical knowledge, geographical understanding and geographical skills and enquiry. Within KS1 and KS2, each year group delivers three units of geography each year. The Whole School Geography Curriculum Map is designed to develop a coherent and progressive geography curriculum which supports quality teaching and learning. We plan the units in geography so that children have opportunities to build upon prior learning.

Geography in Early Years: Geography in the Early Years focuses on developing the pupils' understanding of the world, communication and language, personal, social and emotional skills as well as Maths and English. Within our Foundation Stage, the pupils learn through experiences that introduce the concept of where they live and where they are.

Inclusion and equal opportunities: At Front Street, we believe that all children should be fully included in all aspects of learning; therefore, our curriculum is fully inclusive and supports ranging needs and cultural diversity. It is our firm belief that all children can and will succeed in Geography. Geography forms part of the school's curriculum in which we provide a broad and balanced education to all children. As a result, Geography lessons are delivered in a way to meet the needs of all children, using a combination of teaching methods to ensure that all children are able to access learning and are engaged in the topic.

Cross Curricular Links: When and where appropriate, teachers are encouraged to promote geographical learning across the curriculum and make links between Geography and other subject areas. However, these links must be purposeful and not detract from the focus on Geographical knowledge and understanding or skill being developed.

Planning in Geography: Units of work are planned using the Geography planning documents. Central to each unit is a unit overview and Enquiry Question which provides focus for the unit.

Assessment in Geography: Assessment in geography is a combination of both formative and summative assessments, drawing on observations of how the children work, the quality of any work they produce and the use of a range of assessment strategies including mini quizzes, true/false statements, explaining an image.

Timetabling of Geography: Most year groups teach Geography every two weeks (in line with their 2-week timetable).

Homework in Geography: Homework is not routinely set in Geography but may be given when deemed purposeful (e.g. to research a place that the children are about to study).

Involvement of home: A summary outline of the Geography unit being delivered is shared with parents/carers via the school website. When and where appropriate, parents, carers, grandparents and other relatives are invited into school to share their expertise in specific Geography units.

Monitoring and Review: The subject leader works alongside the SLT to monitor standards of teaching and learning at Front Street. A structured cycle of planning and work scrutiny, observations, and pupil and staff interviews/questionnaires will provide information to judge the effectiveness of the subject as well as points for future development.

Resources in Geography: At Front Street Primary School, we are well resourced to teach all the geography units. All classrooms have access to a set of atlases (age appropriate) and a globe (age appropriate). All classrooms have appropriate maps on display and link this to learning that happens across the curriculum, for example if the class are reading a book which is set in Africa, they will locate Africa on the map and label it. We have OS maps of appropriate scales.

CPD in Geography: CPD is delivered by Geography Lead (supported by the Gateshead CCIG initiative), key teachers, and through the local authority.

School Governor role in Geography: there is a Link Governor allocated for the oversight of Geography. Governors will be asked to join the monitoring. Key documents and action plans will be shared when updated and regular meetings will be held with the link governor.

For further explanation or clarification of any item discussed in this policy, please see the **Geography Lead: Miss L Hault**.



Policy links to articles: 2, 6, 12, 13, 17, 23, 28, 29 and 31