Geography Policy

Intent Statement

At Primet Primary School, we aspire for all pupils to become confident, resilient and ambitious learners who are well prepared for life beyond school. Through our values of **Aspire, Respect and Together**, we encourage children to be curious about the world around them, value diverse people, places and environments, and work collaboratively as responsible global citizens.

Our geography curriculum develops pupils' knowledge of their local area, the United Kingdom and the wider world. Through enquiry, investigation and critical thinking, children learn to ask questions, make connections and understand how people and environments interact. By building geographical knowledge and skills over time, pupils develop an appreciation of the world and their role within it.

Aims and Principles

Geography at Primet Primary School is designed to develop pupils' knowledge and understanding of their local area, the United Kingdom and the wider world. Through the study of human and physical geography, pupils develop curiosity about places, people and environments and understand how they are interconnected.

We aim for all pupils to:

• Develop secure locational and place knowledge at local, national and global scales.

• Understand key human and physical geographical features and processes and how these shape the world around them.

• Use and apply geographical vocabulary accurately to describe, explain, compare and analyse places and environments.

• Develop enquiry, mapping and fieldwork skills through first-hand experiences and investigations.

• Interpret and communicate geographical information using maps, atlases, globes, aerial photographs, GIS technology, discussion and extended writing.

• Develop respect for diverse cultures, communities and environments and understand their role as responsible local and global citizens.

• Foster a sense of wonder, curiosity and responsibility for the world and its future.

Procedures and Practice

Geography is taught through a progressive curriculum that develops both substantive and disciplinary knowledge from EYFS to Year 6. Lessons are planned around geographical enquiry and provide regular opportunities for pupils to investigate, question, explain and apply their learning.

Pupils develop geographical skills through map work, fieldwork, data collection, the use of photographs and digital technologies. Geographical vocabulary is explicitly taught, modelled and revisited to support pupils in communicating their understanding accurately. Learning is adapted to ensure all pupils, including those with SEND, EAL and disadvantaged pupils, can access and succeed in geography. Educational visits, visitors and the local environment are used where appropriate to enhance learning and provide meaningful first-hand experiences.

Oracy

Oracy is an integral part of geography learning. Pupils are encouraged to use and apply geographical vocabulary through discussion, questioning, reasoning and debate. Through enquiry, fieldwork and collaborative learning, children develop the confidence to explain their thinking, justify viewpoints, compare places and environments, and communicate geographical understanding using precise subject-specific language.

Roles and Responsibilities

The Geography Subject Leader works alongside the Senior Leadership Team to ensure high-quality teaching and learning across the school. This includes supporting curriculum development, monitoring standards, providing guidance and resources for staff, and identifying priorities for improvement.

The Subject Leader monitors the quality of geography through activities such as reviewing planning, pupil work and assessment information, alongside pupil voice and other monitoring activities. Findings are used to inform curriculum development, staff training and action planning.

Assessment

Assessment is ongoing and informs future teaching and learning. Teachers assess pupils' geographical knowledge, understanding and skills through observation, discussion, questioning and the review of work.

Assessment considers both substantive knowledge, such as geographical facts, locations and processes, and disciplinary knowledge, including fieldwork, map work and geographical enquiry. Outcomes are recorded and monitored in line with the school's assessment procedures.

Monitoring and Evaluation

The quality of geography is monitored through a range of activities, including lesson visits, work scrutiny, pupil voice and curriculum review. Assessment information and monitoring outcomes are used to evaluate the effectiveness of the curriculum and identify priorities for further development.

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