

Lytham C of E Primary School



Geography Policy

To inspire everyone in our school family to be the best they can be within our caring Christian community.

Our strap line is, 'Together We Grow With God'.

Introduction

This policy reflects the expectations for the National Curriculum (September, 2013). It outlines the expectations in relation to the teaching and learning of Geography and focuses on the progression of key areas of learning and subject-specific vocabulary. It also sets out the school's commitment to developing the empathy and understanding of our pupils in relation to global matters such as migration, sustainability and climate change. This policy reflects the views of all the teaching and support staff and was drawn up as a result of staff discussion. It has the full agreement of the Governing Body, who approved it at their meeting, and has now been shared with the wider school community on the school website. The implementation of the policy is the responsibility of all the teaching staff and will be monitored by the head teacher, curriculum leader and subject leader on a regular basis. The policy should be read in conjunction with the National Curriculum, as well as the subject Intent statement, the Unit Coverage and Key Learning document, the Progression of Knowledge and Vocabulary document, and bespoke medium-term plans for each year group. The unit coverage has been designed and written by the subject leader, and its content has been discussed with Dr Rob Musker, Lancashire Primary Science Consultant. It contributes a highly bespoke element to

the Lytham CE Curriculum. These documents set out the key areas of learning and subject-specific vocabulary in each year group.

Subject Aims

The National Curriculum for Geography (September, 2013) aims to ensure that 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.

Furthermore, as part of the bespoke elements of our Geography curriculum, we aim to:

- Teach pupils about the geography of our local area, and the part the landscape and key local families have played in shaping local towns and villages.
- Provide regular fieldwork opportunities, enabling pupils to explore, discuss and ask questions about the range of human and physical features in our local area and further afield.
- Provide pupils with a better understanding of climate issues, including climate change, and the impact of this on our daily lives as well as within a world context. We will consider and model how we can live more sustainably in order to reduce the impact of climate change.
- Teach pupils about migration, and the reasons that people choose to migrate – including economic and climate migrants. We will encourage empathy, compassion and understanding in our pupils by making them more aware of why people seek asylum, the challenges they face and the positive impact migrants and asylum seekers can have on their new home.
- Teach and model the geographical vocabulary required to valuably and eloquently

express their thoughts and ideas, enabling pupils to give knowledgeable and reasoned explanations based on their geographical understanding.

- Expose pupils to a range of maps and mapping software, to share the joy of exploring and equip them with the skills they need for life in a digital age when technology can let us down.

Our aims for Geography are underpinned by our Christian Values: Service, Faith, Determination, Love, Honesty, Friendship, Thankfulness, Respect and Forgiveness.

Curriculum Organisation

The subject leader for Geography has overall responsibility for the development of Geography within the Curriculum. They will work in line with the Head Teacher, Senior Leadership Team and Curriculum Lead to ensure they follow the responsibilities outlined in the **Subject Leader Policy**. The organisation of the Geography Curriculum is planned by the Subject Lead in agreement with the Curriculum Lead. Its content is in-line with the National Curriculum. Updated plans are ongoing working documents, which are quality assured in consultation with Dr Rob Musker, the Primary Geography Advisor for Lancashire.

Geography at Lytham CE

At Lytham Church of England Primary School, we believe that teaching and learning in Geography should excite and stimulate pupils' natural curiosity to enable them to make sense of the world in which they live. We want them to consider, explore and delight in the awe and wonder of the planet on which they live, so that they will appreciate the importance of nurturing and sustaining it.

From Nursery through to Year 6, we encourage our pupils to be curious by giving them the opportunities to explore, consider and find out. The Geography Curriculum begins within the familiar bubble each pupil inhabits, encouraging them to consider their family, their home, their school and their favourite places. As they progress through Key Stage One, their learning incorporates their local community, their country, their continent and the surrounding seas.

This provides a firm foundation for learning about other countries, continents and seas – over time, giving pupils a sense of their place in the world.

Woven throughout the Geography Curriculum are key themes relating to people and place, and their impact upon each other – in particular, but not limited to, land use, climate and migration. Mapwork is also heavily embedded throughout the curriculum, as this has been identified by the subject lead as a focus area for our pupils; without the ability to read and understand maps, pupils cannot become competent geographers.

Geography is taught discretely. Where appropriate, the teaching and learning of Geography is valuably linked to other subjects in order to enhance the learning that takes place. This has the added value of challenging pupils to apply their geographical knowledge and understanding in a range of contexts.

In the subject of Geography, clear progression has been mapped-out by the Early Learning Goals (EYFS) and the National Curriculum (KS1 and KS2).

In EYFS, coverage and progression in Geography is linked to Understanding the World. In the National Curriculum, coverage and progression is broken down into clearly-defined Programmes of Study.

By the end of each phase, we expect pupils to have met the objectives set out by the Early Learning Goals (EYFS) or the National Curriculum (KS1 and KS2). We achieve this by ensuring that all subject-specific knowledge, understanding, vocabulary, mapwork and fieldwork skills are taught at an age-appropriate level. The subject leader works closely with teaching staff to ensure that children are given a range of teaching and learning opportunities to ensure that progress is being made and that school and national expectations are being met.

At Lytham CE Primary School, we have a clearly defined unit coverage for each year group, which is linked to planning documents for KS1 and KS2. As the bespoke curriculum continues to develop through updates to medium term plans, the Progression of Knowledge and Vocabulary document will be constantly reviewed. Any and all changes will be made by the subject leader, as a result of CPD and/or following consultation with the Primary Geography Advisor for Lancashire, staff and SLT.

As we continue to develop our bespoke Geography Curriculum, we ensure that coverage is tailored to our pupils' individual learning needs and interests, taking advantage of the many teaching and learning opportunities that our rich local environment has to offer.

The subject leader keeps abreast of effective approaches to teaching and learning in Geography through regular CPD and personal research. In consultation with the Senior Leadership Team, well-informed decisions are made and cascaded to staff through regular Inset.

Adaptive Teaching

Geography teaching at Lytham Church of England Primary School involves adapting and extending the curriculum to match all pupils' needs. Learning is continually recapped and revisited to support the development of schemas. Teachers use their professional judgement to adapt planning as required to revisit particular concepts, or to move on more quickly, as need necessitates. There is constant professional dialogue between class teachers and the subject lead to advise of changes / adaptations and inform future planning. The use of Working Walls in Geography ensures that children are actively engaged in their lessons. Key vocabulary is explicitly taught, regularly used and constantly displayed in order to support subject-specific language development. When necessary, key vocabulary is pre-taught on a 1:1 basis or in small groups. Classroom adults are deployed effectively to support and enhance learning, creating and inviting opportunities for children to safely explore, question and problem solve with increasing independence. Teachers plan curricular and extra-curricular opportunities to suit their pupils' needs and abilities, interests and current events. The subject leader, in consultation with class teachers, will consider the use of available resources, visitors and valuable educational visits and fieldwork opportunities when planning Geography.

Assessment in Geography

Pupils' attainment in Geography is assessed continually, through teacher assessment, in-the-moment marking and feedback. At the end of each unit of work, pupils in KS1 and KS2 complete an assessment activity which allows them to demonstrate their summative knowledge and understanding in response to the unit title enquiry question. Assessment outcomes enable staff to make judgements which inform future teaching. By monitoring

these assessment outcomes, the subject leader is able to identify the strengths of the subject, including where key concepts and vocabulary are being taught well, as well as areas for improvement. This, in turn, informs decisions relating to planning and teaching Geography, which includes staff CPD requirements.

Teachers make use of lesson plans to pre-empt possible misconceptions and inform next-steps.

Assessments are recorded on the Foundation Subjects Tracker at the end of each academic year.

Resources

Lytham CE acknowledges the need to continually maintain, update and develop its resources in order to ensure a high standard of Geography teaching across the school. Resources are kept centrally in the Geography cupboard. Individual teachers are responsible for the collection and return of resources. Any breakages or lost resources should be reported to the subject leader. A range of Geography books are available for children to choose from in the school library. Geography unit-related books are displayed in classrooms for the duration of a Geography unit. These are updated with each change of unit to support and enhance learning.

Monitoring and Review

The subject leader undertakes termly book-looks alongside Pupil Voice interviews, as well as Geography lesson drop-ins. The subject leader uses these observations to inform next-steps for the subject and to identify areas for support and guidance.

The subject leader delivers at least three staff meetings a year to cascade updates from subject-specific CPD. These Insets enable the subject leader to set out expectations for the delivery of Geography to ensure consistency across school. Regular moderation provides the opportunity for the subject leader to ensure that these expectations are being met. In any cases where this is not the case, the subject leader will work closely with members of staff to

support coverage, planning, delivery or assessment (as appropriate). This may involve coaching, modelling and/or team-teaching.

The subject leader ensures they take a proactive approach to CPD. In this way, expectations and approaches are informed by quality-assured resources and up-to-date, subject-specific advice from a range of Geography specialists.

This policy will be reviewed annually.

Signed: Mrs Vanessa Patterson

Date: September 2025

Review Date: September 2026