



St. Anne (Stanley) C of E School

Geography Policy

A Baseline for Achieving Excellence in History

October 2025



St. Anne (Stanley) C of E School

GEOGRAPHY POLICY

1.)Intent

Curriculum Vision

At St Anne's we believe in a high quality geography curriculum in which all groups of children are provided with the same opportunities to reach their full potential. We want to inspire our pupils building a curiosity and fascination that will stay with them throughout their education and into the adult world. Lessons are planned and sequenced to build on children's knowledge and impact their learning. Teaching will allow children to develop a deeper understanding about the natural and human worlds, using a range of enquiry skills and to view them from different perspectives. Geography lessons teach an understanding of places and environments and allow children to develop a deeper understanding of their locality (Geographical Association) and the wider world. It develops an understanding of maps and a range of investigative and problem solving skills both inside and outside the classroom. Through this, we begin to prepare our pupils for adult life and employment and development an understanding of resolving issues about the environment and sustainable development.

The implementation of this policy is the responsibility of all teaching staff.

Aims of Subject

The aims of Geography at St. Anne (Stanley) are:

- To enable children to gain knowledge and understanding of places in the world.
- To increase the knowledge and understanding of the different communities and cultures within St Anne's, Old Swan, Liverpool, Britain and the world- and how these relate to each other.
- To provoke children to ask questions and propose solutions to environmental problems within St Anne's School and the wider world.
- To have understanding and secure knowledge of specific geographic vocabulary and use it consistently and progressively.
- For all groups of children to progress and reach their full potential.
- To allow children to learn to communicate geographical information in a variety of ways, ie, interpret maps, numerical and quantitative skills and writing at length.
- To develop children's competence in specific geographical skills ie, use of maps, secondary sources, ICT, aerial photographs, data logging and considering evidence from a range of sources.
- For children to foster a sense of responsibility and respect for our school grounds/local area, wider world, earth, its people and its resources.

School Values

Our school values are hope, confidence, friendship, family, understanding and honesty. These underpin and are embedded in our curriculum.

In Geography, this means:

- Children having confidence in their knowledge and see challenge as a positive.
- Children have an understanding of cultures in both local and wider communities.
- Being aware of the different communities and ways of life around the world.
- Accepting our world is under threat and hope that we can make it a better place for their future.

Cultural capital

At St Anne (Stanley) we want to ensure that the breadth of experiences we provide in Geography raise the aspirations of each and every child and help them gain the most from their lives. We will maximise opportunities to apply and build on subject knowledge and wider skills in Geography so that all children can participate successfully in tomorrow's rapidly changing world. We encourage children's curiosity and fascination about the world that will hopefully stay with them for the rest of their lives.

Planning and sequencing:

Early Years Foundation Stage

Geography in the Early Years Foundation Stage is taught under the umbrella of 'Understanding the World'. Children are supported in developing the knowledge, skills and understanding that helps them to make sense of the world. We relate their development to the Development Matters Curriculum so that they meet the Early Learning Goals. Geography makes a significant contribution to the Early Learning Goal objectives of developing a child's knowledge and understanding of the world through activities such as collecting postcards from different places, singing songs from around the world, reading books from around the world (both fiction and non-fiction) looking at and recording their journey to school.

Key Stages 1 and 2

In Key Stages 1 and 2, geography is taught as a discrete subject with links made to other subjects where relevant to maximise children's learning. Throughout Key Stage 1 it is delivered in three half term blocks during each year. Key Stage 2 are following the Opening Worlds Curriculum. Geography is taught weekly each half term.

Long term plans are provided to the class teacher by the Geography Lead. These ensure full coverage of the PoS including fieldwork and contrasting locations to the children's immediate area.

The Medium term plans identify learning objectives and outcomes for each unit and are monitored by the Geography Leader to ensure planning for progression across the year, key stage and whole school.

Class teachers use both the 'National Curriculum' and the 'super' schemes of work to inform their short term planning supplementing with quality resources from 'super schemes' and The Geographical Association.

Curriculum Map:

	Autumn	Spring	Summer
EYF5 (Taken directly from Development Matters – Non-statutory curriculum guidance for the early years foundation stage (July 2021))	Understanding the World (taught over the course of the year rather than following the discrete topics of the KS1 and KS2 curriculum) 3-4 year olds will learning to: Talk about what they see, using a wide vocabulary. Begin to understand the need to respect and care for the natural environment and all living things. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Children in Reception will be learning to (including ELG): Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them, making observations. Recognise some environments that are different from the one in which they live. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons. KS1 Continuous Objectives: locational knowledge and geographical skills and fieldwork including 2 fig. GR 4 points of a compass		
Year 1	Our School and Locality	The UK countries, capital cities and seas	Our World continents and oceans; hot and cold areas of the world
Year 2	Investigating our City	UK Seasonal and Daily Weather Patterns	Our World: a closer look contrasting non-European locality
UKS2 Continuous Objectives: locational knowledge and geographical skills and fieldwork including 4 fig. GR, 8 points of a compass, GIS			
Year 3 Opening Worlds Curriculum	Rivers How do rivers, people and land affect each other?	Mountains How do mountains and people affect each other?	Settlements How are settlements similar and different?
Year 4 Opening Worlds Curriculum	Rhine and Mediterranean How are different parts of the Rhine and the Mediterranean used by people?	Population How and why does population distribution vary across Great Britain?	Coastal Processes and Landforms How does the location of West Wales affect its coast?
UKS2 Continuous Objectives: locational knowledge and geographical skills and fieldwork including 6 fig. GR, Ordnance Survey Maps, GIS			
Year 5 Opening Worlds Curriculum	Why is California So Thirsty?	Oceans How do people and oceans affect each other?	Migration How is migration causing change in the Shetland islands?
Year 6 Opening Worlds Curriculum	Energy & Sustainability In what ways can our actions locally benefit people globally?	Ethiopia To what extent is Ethiopia a diverse country?	Changing Birmingham What was the greatest change in Birmingham between 1750 and 2020?
		North and South America To what extent do the places people live vary across North and South America?	Jamaica What is a preferable future for Jamaica's tourist industry?
		The Amazon In what ways does the geography of South America affect life in the Amazon?	Interconnected Amazon How does agriculture in the Amazon interact with other parts of the world?
			Summer Enquiry Combining KS2 OW knowledge and skills based on a chosen theme/issue

Schematic links

"In the primary curriculum, geography is referred to, unsurprisingly, as the 'umbrella' subject because of its capacity to make tangible and effective connections across subjects." (Willy, T.Catling, S (2018) 'Geography At The Heart Of The Curriculum' Chartered College of Teaching.

At St Anne (Stanley) Geography is a stand-alone subject which contributes to many areas of the curriculum but links particularly well with:

English

Geography makes a significant contribution to the teaching of English because it actively promotes the skills of reading, writing, speaking and listening. Children develop their oracy skills through discussing geographical questions and or presenting their findings to their peers. We also focus on key vocabulary of the subject. Children are also provided with opportunities to write at length in geography.

Mathematics

Geography makes a significant contribution to the teaching of mathematics in a variety of ways. Our fieldwork investigations develop data handling and graph skills. The special dimension of map work is mathematical too through direction and locational work. Our map work develops children's ability to understand and use co-ordinates as well as four figure and six figure grid references. It also develops understanding of compass points and provides opportunity for them to practice giving directions using a compass.

Computing

Children will be provided with opportunities to develop and apply their ICT capability to support their learning in geography. Each teacher ensures ICT is used as a teaching and learning tool providing opportunities for children to develop new geographical skills i.e. using GIS systems such as Google Earth. ICT is used to enhance skills in data handling and in researching, preparing and presenting written work. iPads and digital cameras are also used to support teaching and learning

2. IMPLEMENTATION

At St. Anne (Stanley) Geography will be taught through the Programmes of Study as outlined in the National Curriculum in England (DfE 2013) and Early Years Foundation Stage Curriculum.

High quality teaching and learning

Geography at St. Anne (Stanley) is both stimulating and motivating. Children enjoy developing their skills and knowledge and begin to perceive the world as an interesting place. It involves encouraging children to ask questions, to identify ways in which they might find the answers and finally to search for those answers.

Across all three key stages we use a variety of teaching and learning styles in our geography lessons and cross curricular links are made where appropriate. We use whole class teaching methods combined with enquiry based research activities. We offer the children the opportunity to use a variety of data such as maps, statistics, graphs, picture and aerial photographs, and we enable them to use ICT to enhance learning opportunities. Learning also takes place through role play, discussions and problem solving activities. Wherever possible, we involve the children in 'real' geographical activities e.g., investigations into local or global topical issues. Field work is also used to enhance the children's learning within each key stage where appropriate.

In all classes there are children of differing ability. This fact is recognised and suitable learning opportunities are provided for all children by matching the challenge of the task to the ability of the child. This is achieved through a range of strategies such as:

- Setting common tasks that are open-ended and can have a variety of responses.
- Setting tasks of increasing difficulty where not all children complete all tasks.
- Providing a range of challenges through the provision of different resources.
- Grouping children by ability and setting different tasks for each group.
- Using additional adults to support the work of individual children or small groups.
- Providing support where individual children have particular gifts or talents.

Opportunities to develop subject specific literacy – oracy and vocabulary

At St Anne (Stanley) staff are aware of the importance of children being exposed to a wide variety of vocabulary. Geography specific vocabulary is demonstrated by staff in lessons as well as highlighted, referred to and cross-curricular links are made where appropriate. Staff model subject specific vocabulary, allowing children to contextualise it across the curriculum.

All staff provide good models of spoken English to help the children enlarge their vocabulary and learn how to structure comprehensible sentences, speak confidently and clearly.

Progress – knowing more and remembering more

To guarantee that progress is made for all children in Geography, the staff at St Anne (Stanley) plan their lessons using the National Curriculum and support by 'super' schemes of work and make links to what is happening in the world. We are able to embed the knowledge required through following a teaching sequence and through lively, interactive and investigative lessons. We consistently build on the children's prior learning to deepen their understanding and build confidence in their own ability. Planning from the previous year group and the subsequent year group is provided to teachers to make them

aware of prior and future learning. Geography specific vocabulary and skills are modelled consistently and progressively by staff, for children to become competent geographers.

Assessment

At St Anne (Stanley) the purpose of monitoring and evaluation activities is to raise the overall quality of teaching and levels of pupil attainment. The Geography Lead and the Head teacher will monitor the quality of teaching and learning throughout the school through lesson observations, learning walks, pupil voice and assessment of teacher data.

Teachers assess work in geography through questioning and discussions and by making observations of the children's work against the learning objectives for the series of lessons

The children are assessed at the end of each topic as **working towards** the objectives set, **meeting** expectations or **exceeding** to inform an annual assessment of progress for each child, as part of the annual report to parents. Each teacher passes this information on to the next teacher at the end of each year. During the Foundation Stage children will be assessed as part of Understanding the World against the development matters statements and early learning goals.

Children are asked to self-assess their prior learning and knowledge before they begin each topic. At the end of a topic, children undertake a review of their work that focuses upon an evaluation and overview of the various tasks undertaken

Children's work will be recorded in their books and photographs will also be taken.

Reporting to parents takes place through parent/teacher consultations twice a year and through annual written reports.

Learning environment

In St Anne (Stanley) the children's work and achievements will be celebrated through displays in classrooms, corridors and in their class books. The displays will show positive role models of gender, ability, ethnicity and disability.

Around the school children have access to geography related displays and maps. These are placed age appropriate for EYFS, Key Stage 1 and Key Stage 2. Throughout the year the Geography Lead will place questions and facts on these displays making them interactive.

In each classroom geography 'working walls' are utilised when and where appropriate to support the learning process. Dedicated display areas in each classroom are not expected, however as a minimum a relevant map should be displayed and children have access to age appropriate atlases.

Reading

The ability to read is embedded throughout the curriculum at St Anne (Stanley) and the children are given many opportunities to develop their understanding through a rich and diverse programme of learning. Children are taught to read from an early age and they are given the opportunity to develop their reading skills in all subject areas including Geography.

Inclusion

In line with equal opportunities we are committed to providing a teaching environment that promotes learning. Geography forms part of the school curriculum policy to provide a broad and balanced education for all children. We plan for and teach geography to all children, whatever their learning needs, this provides children the opportunity to achieve their full potential. We ensure that learning opportunities are provided for the needs of children to make progress by setting suitable learning challenges, differentiated tasks, resources and outcome.

Children are given opportunities to work with others, listen to each other and treat everyone with respect. We plan our classroom activities to challenge and involve all children appropriately, according to age, gender, capability, ethnic diversity, and language background. Teaching is adapted to reflect children's different learning styles. We use materials for teaching which avoid stereo typing and bias towards race, gender, role or disability. We deal with such issues clearly and sensitively if/when they do arise.

Through our geography teaching we provide learning opportunities that enable all pupils to make progress. We use a range of strategies to support children and ensure their needs are catered for in each aspect of the curriculum. Strategies particularly relevant to geography are:

- The use of several levels of difficulty of vocabulary in class lessons by the teacher e.g. areas of housing/residential areas.
- Modified text passages.
- Different levels of written or oral questions for children investigating photographic or other visual materials.
- Modified graphs, e.g. the use of ICT to graph data, axis provided and labelled.
- Careful use of support for children with English as an additional language.
- The use of large scale maps, always colour highlighted for children with particular additional needs.
- Awareness of the problems colour keys provide for children with colour-blindness.

All staff at St Anne (Stanley) have high expectations of each and every child. For our gifted and talented pupils' we encourage them to think creatively, explore and develop ideas and try different approaches. Pupils should be encouraged to ask and answer their own questions, offer ideas, suggest solutions or explanations, and reflect on what they have heard, seen or done in order to clarify their thoughts. Children will be encouraged to show greater independence in their work, for example carrying out a simple geographical enquiry.

SEND

At St. Anne (Stanley) C of E Primary School, we aim to create a fully inclusive, person centered environment which reflects the values of our Church of England faith. The views and needs of the child and their families/carers are at its heart to encourage a strong focus on high aspirations and on improving outcomes for children with SEND, to enable them to succeed in their education and make a successful transition into adulthood.

We will consider the following approaches in our teaching of Geography to children with SEND.

- Maintain an inclusive learning Environment considering the following:
 - Sound and light
 - Seating
 - Resources
 - Displays
- Multi-sensory approaches considering the following:
 - Learning styles
 - Use of ICT
- Working with additional adults considering the following:
 - Consulting children's
 - Planning support

- Evaluation
- Managing peer Relationships considering the following:
 - Grouping pupils
 - Managing group work and discussion
 - Developing responsibility
- Adult-Pupil communication considering the following:
 - Teachers' communication
 - Children's communication
 - Child-teacher interaction
- Formative assessment considering the following:
 - Understanding the aims of the lesson
 - Focus on how children learn
 - Children know where they are in relation to the aims
 - Giving feedback
 - Understanding assessment criteria
 - Reviewing progress and helping children to improve
 - Gathering assessment evidence
- Motivation considering the following:
 - Understanding the structure of the lesson
 - Relevant and motivating tasks
 - Reward systems
- Memory/consolidation considering the following:
 - Pre-teaching of key vocabulary
 - Recap of Prior learning and vocabulary
 - Reducing resilience on memory
 - Consolidating learning

EAL:

All pupils at St. Anne (Stanley) need to feel safe, accepted and valued in order to learn. For pupils who are learning English as an additional language, this includes recognising and valuing their home language and background. As a school, we are aware that bilingualism is a strength and that EAL pupils have a valuable contribution to make in Geography. We take a whole school approach, including ethos, curriculum, education against racism and promoting language awareness in his subject.

We will ensure our learning environment is welcoming to everyone. We will ensure we have dual language displays where appropriate in our subject area to support EAL and help them to feel comfortable. Specific resources will be made/ordered to match the language of our EAL pupils in Geography.

Pupils learning English as an Additional Language are entitled to the full National Curriculum Programmes of Study and at St. Anne (Stanley) we will ensure all EAL pupils will achieve the highest possible standards by taking into account each child's life experiences and needs so they can succeed in Geography.

SMSC/British Values

In St Anne (Stanley) we ensure that we promote the spiritual, moral, social and cultural (SMSC) development of every child. As part of this, we actively promote the fundamental British values of:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect for and tolerance of those with different faiths and beliefs

SMSC plays a significant part in a child's ability to learn and achieve. Geography is an integral part of the curriculum and it therefore makes a contribution to the child's spiritual, moral, social and cultural development. All adults will model and promote expected behaviour during geography lessons, treating everyone as a valuable individual and showing respect for children and their families. Children will understand the need for rules and the need to abide by them for the good of everyone. School and classroom rules reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate children's work and achievements in phonics.

Enrichment

Fieldwork is integral to good geography teaching and a statutory element of the Programme of Study. To enrich and enhance the teaching and learning of geography in our school, we incorporate field trips wherever possible and appropriate.

We enable all children to participate in activities outside the classroom including fieldwork visits and afterschool clubs. Linking with P.E, during the summer term Miss Quinn runs a weekly afterschool walking club. This allows children to observe and discuss their local area, the weather and problems such as litter.

Children are readily encouraged to discuss their own personal trips and share their knowledge of different places with their peers.

Impact

At St Anne (Stanley) we want children to thoroughly enjoy their geography lessons and be able to use the skills and knowledge they have acquired in their future lives. When planning lessons, we hope to contribute to our children being creative, confident, inquisitive and resilient learners. That are ambitious yet compassionate and respectful. We encourage our children to try new things and undertake new life experiences both now and in the future.

PSHE and Citizenship

At St Anne (Stanley), geography contributes to the teaching of PSHE and Citizenship. Firstly, the subject lends itself to raising matters of citizenship and social welfare. For example, children study how environments are changing for better or worse and are we damaging the world we live in? Secondly, the nature of the subject means that children have the opportunity to take part in debates and discussions. We help children to develop their knowledge and understanding of different cultures so that they learn to avoid stereotyping other people and acquire a positive attitude towards others.

Role of the Geography Coordinator

Each subject leader checks each year group's Long Term Plan against the NC for coverage in their subject area. If there are gaps, the relevant year group's teachers and the Curriculum Manager are informed to ensure comprehensive coverage.

The role of the Subject Leader is to:

- Provide a strategic lead and direction for the subject.
- Review the Medium Term curriculum plans for the subject and see that progression is planned into schemes of work.
- Keep up to date with developments in the subject, at both national and local level.
- Support and advice colleagues on issues related to the subject.
- Monitor children's progress in the subject area.
- Review the way the subject is taught in the school, and plan for improvement.
- Keep sample evidence of the children's work demonstrating the expected level of achievement in the subject in each year of the school.

- Provide efficient resource management for the subject.
- Have an awareness of the schemes of work from EYFS to KS2.
- Report to the Headteacher and Governors on the strengths and areas for development of the subject and the strategies for improvement.

Resources

Resources specific to geography topics are located within each year group. All staff have access to and are responsible for maintaining the high quality of these resources. Resources are continually enhanced to support the delivery of the curriculum.

Children also have access to atlases, globes and interactive resources such as Google Earth. There are maps situated around school showing our local area and links with history with what the area used to look like. Maps are placed age appropriate for EYFS, Key Stage 1 and Key Stage 2. Throughout the year the Geography Lead will place questions and facts on these displays making them interactive. A collection of equipment that children can use to gather weather data is held centrally and is available on request from the Geography Leader.

It is an individual teacher's responsibility to ensure resources and equipment are returned in good order and that any breakages and/or resources that need replenishing are reported to the Geography Leader immediately.

Name: H Heppinstall

Subject Coordinator

This policy will be reviewed every two years.

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