



Geography Policy



**HODDLESDEN
ST PAUL'S
CE PRIMARY**

Control Page

Policy Title	Geography Policy
Version	3.0
Ratified by	C.Dugdale
Date ratified	January 2025
Name of responsible individual	L.Bradley / H.Easton
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Intent



This school aims to provide its pupils with a broad and balanced curriculum set within a caring and supportive Christian community in which each member of the school is valued and respected.

Geography is essentially about understanding the world we live in. It helps to provoke and provide answers to questions about the natural and human aspects of the world. At St Paul's children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. The Geography curriculum enables children to develop knowledge and skills that are transferrable to other curriculum areas. Geography is an investigative subject, which develops an understanding of concepts, knowledge and skills. At St Paul's our intent, when teaching Geography, is to inspire in children a curiosity and fascination about the world and people within it; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.



Intent



Geography gives the opportunity to inspire children's curiosity and create fascination about the world and its people that will remain with them for the rest of their lives. Geography equips children 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, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide children with the frameworks and approaches that explain how the Earth's features at different scales, shaped, interconnected and changed over time.

Geography should enable children to:

- 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.
- 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.



Ofsted Review - Geography



In September 2023, Ofsted published a literature review with the aim of identifying the factors which contribute to creating a high-quality geography curriculum. The guidance is very thorough and in-depth, investigating all possible areas of a geography curriculum, from early years to A-level.

To read the full review [click here](#)

Disciplinary knowledge

- Curriculum design allows pupils to view geography as a dynamic subject with changing ideas and viewpoints.
- Planning supports pupils to develop disciplinary knowledge by: taking a holistic view of geography; making decisions about the validity of geographical questions asked; methods applied and the answers found; seeing how differing content is interconnected; asking geographical questions themselves.
- Having disciplinary knowledge helps pupils to understand the context in which the knowledge was made/created, differing viewpoints and how views have changed over time.

Implementation – teaching & learning



All learners regardless of their individual starting point will have access to the Geography curriculum and it is for each teacher to enable this. To facilitate learning in Geography, it is considered good practice to ensure that...

- The purpose of each lesson is made clear
- Appropriate learning experiences are planned and meet the needs of all pupils in the class
- (see SEN policy) and draw upon own experiences or existing knowledge
- Lessons provide a range of opportunities for pupils to learn, practice and demonstrate skills
- but also discuss and engage critically with material to deepen their knowledge and understanding
- Time is given for pupils to reflect, consolidate and apply their learning in different contexts
- Pupils are encouraged to take responsibility for their own learning and to reflect on their own progress
- Attention is given to developing a safe and secure classroom climate
- Staff training needs are met
- Visitors and visits are provided to broaden children's understanding

Implementation - EYFS



Within the Early Years Foundation Stage, geography is included as part of understanding the world. The children learn to investigate similarities and differences, the local environment, cultures and beliefs fostering the skills essential to developing geographical understanding. This is set out in the early year's curriculum as children needing to:

- observe, find out about, and identify features in the place they live and the natural world; Begin to know about their own cultures and beliefs and those of other people;
Find out about their environment and talk about those features they like and dislike.

The ELG linked to Geography through understanding the world:

- People, Cultures and Communities
- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps



Implementation – EYFS

continued



How do we provide a foundation of Geographical skills and knowledge in our Early Years?						
Geography Connector	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pre-School	<ul style="list-style-type: none"> ➤ Explore natural materials, indoors and outside. (UTW) ➤ Use all their senses in hands-on exploration of natural materials. (UTW) 	<ul style="list-style-type: none"> ➤ Explore and respond to different natural phenomena in their setting and on trips. (UTW) 	<ul style="list-style-type: none"> ➤ Notice differences between people. (UTW) ➤ Understand position through words alone – for example, "The bag is under the table," – with no pointing. 	<ul style="list-style-type: none"> ➤ Talk about what they see, using a wide vocabulary. (UTW) ➤ Plant seeds and care for growing plants. ➤ Understand the key features of the life cycle of a plant and an animal. (UTW) 	<ul style="list-style-type: none"> ➤ Begin to understand the need to respect and care for the natural environment and all living things. (UTW) ➤ Develop positive attitudes about the differences between people. (UTW) ➤ Describe a familiar route. (M) 	<ul style="list-style-type: none"> ➤ Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. (UTW) ➤ Discuss routes and locations, using words like 'in front of' and 'behind'. (M)
Reception	<ul style="list-style-type: none"> ➤ To know that there are different countries in the world and talk about the differences they have experienced or seen in photos. (UTW)(Black History Month) ➤ Begin to explore the natural world around them. (UTW) ➤ To describe what they see, hear and feel whilst outside. (UTW) 	<ul style="list-style-type: none"> ➤ Begin to understand that some places are special to members of their community. (UTW) ➤ Recognise that people have different beliefs and celebrate special times in different ways. (UTW) 	<ul style="list-style-type: none"> ➤ Recognise some similarities and differences between life in this country and life in other countries. (UTW) ➤ Explore the natural world around them in Winter (UTW) 	<ul style="list-style-type: none"> ➤ Extend knowledge of the key features of the life cycle of a plant and an animal. (UTW) ➤ To describe what they see, hear and feel whilst outside. (UTW) 	<ul style="list-style-type: none"> ➤ Compare and contrast characters from stories, including figures from the past. (UTW) ➤ Explore the natural world around them. (UTW) ➤ Explore Simple maps. 	<ul style="list-style-type: none"> ➤ Draw information from a simple map. (UTW) ➤ Confidently explore the natural world around them in summer. (UTW) ➤ Recognise some similarities and differences between life in this country and life in other countries. (UTW)

Implementation – EYFS continued...



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What does this look like in our provision?

Geography Connector

- Creating different environments in small world – rivers, streams,
- Building different structures in the construction area based on buildings from around the world.
- Looking at pictures of buildings from around the world.
- Look and comment on our environment when the weather and seasons change from Autumn to Winter.
- Exploring the celebration of Diwali through malleable play.
- Look at how other children from around the world celebrate Christmas.
- Exploring hot and cold countries on our class globe.
- Exploring different geographical stories from around the world.
- Celebrating Chinese New Year through role play.
- Tasting and trying foods from around the world.
- Observe changes in the weather from winter to spring.
- Use observational skills when drawing things in their environment and Luton environmental walks to our local area/woods.
- Look at aerial views of our school and local area.
- Exploring London Landmarks and recreating these in the construction area.
- Talk about UK coasts/seasides..
- Recreate UK seaside in small world play using shells, sand and rocks.
- Create story maps that include symbols, labels and pictures.

Implementation

In KS1 and KS2 Geography is taught as part of a whole school theme which is changed every half term. Over the course of the year, KS1 and KS2 will cover 3 units in correspondence with the Rising Stars Geography scheme. Each area of Geography is skill focused through creating curiosity and fascination about the world. (PSHE & History policy for how these subjects are integral to one another).

KS1- Children are taught the knowledge, understanding and skills needed to engage in the process of location and place knowledge, human and physical geography and geographical skills and fieldwork. These include focused practical tasks in which knowledge of the world around them is acquired through basic map exploration of different places. They have opportunities to explore from a selection of appropriate maps including atlases and globes. Children in Key Stage 1 explore the basic principle of human and physical geography through the weather and seasons in hot and cold locations.

KS2- Children extend their knowledge, understanding and skills needed to engage in the process of location and place knowledge, human and physical geography and geographical skills and fieldwork. These includes a deeper knowledge of the world around them is acquired through locating countries and major cities. They have opportunities to choose from a selection of appropriate geographical resources including maps, globes, atlases, compasses and use digital mapping. Children in Key Stage 2 explore the principle of human and physical geography through key aspects including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle, types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

Implementation - Curriculum

Overviews

Our school recognises the importance of an engaging, whole child approach to planning and teaching Geography. Through the Cube curriculum children will engage in the 6 principles as an approach to their learning; value based learning, career readiness, knowledge, skills, self-awareness and culture. We believe through this and the Rising Stars Geography scheme the children will receive a rich Geography curriculum along with cultural capital opportunities allowing them to transfer their skills into other subjects within school and their out of school life, such as understanding cultures, communities and career readiness. This curriculum has been created in line with the National Curriculum, ensuring all Geography objectives are being covered.

All learners regardless of their individual starting point will have access to the Geography curriculum and it is for each teacher to adapt their teaching to enable this. Whilst we use the Rising Stars Geography Scheme, it has been well adapted to make learning purposeful and meaningful for children at Hoddlesden St Paul's.



Overviews

Links to
future
learning

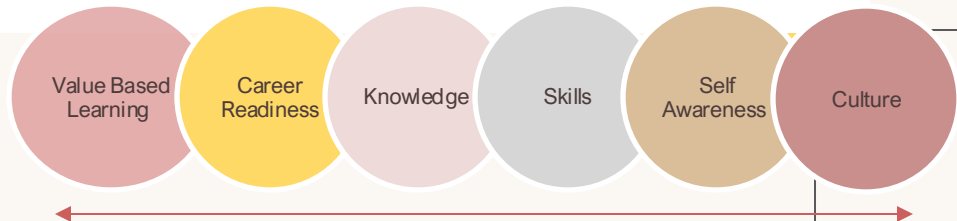
← Useful Resources

Implementation - Subject Mapping

Geography Map

Geography Map	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
CUBE	Native Narrative	Factual Footprints	Amazing Asia	Traditional Tales	Historical Heroes	Hoddlesden Globe
EYFS	See EYFS Curriculum					
Year 1	Our Local Area		People and their Communities	The Continents		
Year 2	Seasons		Food Miles			Wonders of the World
Year 3	Climate & Weather		Our World			Coasts
Year 4	Rivers & the Water Cycle		Earthquakes & Volcanoes			The Americas
Year 5	A Study of Europe			Mountain Ranges		Changes in our Local Environment
Year 6		Protecting the Environment	Biomes			Lancashire

[see our Geography page – click here](#)



Implementation – Inclusion



Everyone is entitled to access to the Geography Curriculum, as appropriate to their age and stage of development. It is the responsibility of all teachers to ensure that all pupils, irrespective of gender, ability, ethnicity and social circumstance have full access to the curriculum.

To do this we will:

- Use contextual data to improve the ways we provide support to individuals and groups of pupils, e.g. pupil premium pupils.
- Monitor as a school, achievement data by ethnicity, gender and disability and action any gaps.
- Ensure equality of access for all pupils and prepare them for a life in a diverse society.
- Use materials which reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping.
- Promote attitudes and values that will challenge racist and other discriminatory behaviour and prejudice.
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- Seek to involve all parents in supporting their child's education.
- Encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning.
- Include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

- **Our Hoddlesden St Paul's SEND quadrant outlines how the four areas of SEND are adapted for in Geography. This can be found on the following two pages.**

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) who have difficulty understanding and communicating with others. This may include those with ASD, including Asperger Syndrome and Autism.

Adaptive Teaching Strategies :

- Chunking instructions within the lesson (giving multi-step instructions one step at a time) and simplifying language when needed
- Allowing children time to take in and make sense (process) what you are saying e.g. try waiting for 3, 5 or 10 seconds after you have given an instruction
- Checking that the child has understood what you have said e.g. "Tell me what you've got to do now"
- Repeating is usually more helpful than rephrasing
- Reduce pressure, demands and questions within the lesson
- Model turn-taking if this is something you are expecting within your lesson
- Model words and phrases linked to the learning taking place
- Name focused objects and resources within the lesson
- Pre teach core vocabulary
- Teach words which will be useful to hear/see/say within the geography lesson
- Check children's vocabulary knowledge to ensure that the vocabulary to be pre-taught is at the right level, e.g. Topic "Our Local Area" – check child knows road, woodland, house, home and school before pre-teaching other vocabulary
- Ensure that wherever possible vocabulary teaching involves direct experience of the words being taught e.g. teach "house" outdoors or teach "map" whilst exploring/navigating using a map
- If it's not possible to provide direct experience of the language being taught, use pictures, photographs, videos and visuals to support vocabulary learning
- Use visual task chart
- Use movement breaks
- Model correct grammar i.e. repeat back child's sentence using the correct grammar

Resource Adaptations :

Widgit, Clicker, physical resources linked to topic of learning, identified core vocabulary for each geography topic, planned direct experiences, visual task charts, planned movement breaks, visual shorthand, ICT equipment, modelling of tasks, identified pre-teach vocabulary

Cognition and Learning

Children who learn at a slower pace than their peers, as well as those with Specific Learning Difficulties (SpLD). For example dyslexia, dyscalculia and dyspraxia.

Adaptive Teaching Strategies :

- Focus on quality rather than quantity
- Use visual support to remain on task and provide suitable rewards on completion
- Use appropriate language to explain the task and model the task first
- Abstract thinking may be challenging – use visuals and concrete resources to support learning taking place
- Use of a task tick sheet or work tray to support completion of work
- Provide clear expectations for learning task
- Re-visit concepts to make sure the learning is secure - repetition
- Try to make this is engaging as possible
- Use photographic, video and audio as an alternative method of recording
- The use of ICT can assist.
- Language used at an appropriately differentiated level
- Use a multi-sensory learning approach to learning
- An area of low distraction may benefit the pupil for shorter periods of work – work station
- If Makaton support is required, a member of staff to be trained to deliver
- Support the understanding of language and core vocabulary with visuals and concrete objects
- PTV (Pre-Teaching Vocabulary) for the Geography topic that half term
- Chunk tasks again so that they are not overwhelming
- Ensure that the board/worksheet is not cluttered
- Break the instruction down to begin with, support with visual shorthand if needed
- Use task boards and/or visual shorthand to support each step
- Use markers to indicate the start and the end

Resource Adaptations :

Widgit, Clicker, physical resources linked to topic of learning, identified core vocabulary for each geography topic, planned direct experiences, visual task charts, planned movement breaks, visual shorthand, ICT equipment, modelling of tasks, multi-sensory opportunities throughout lessons, work station, identified pre-teach vocabulary, reduced visual and auditory clutter within learning experiences, taskboards, markers, overlays, preferred coloured paper to complete tasks on, a range or writing tools available.

Social, Emotional and Health Difficulties

Children who may be withdrawn or isolated, as well as those displaying challenging, disruptive or disturbing behaviours. The code states these behaviours may reflect underlying mental health difficulties. For example, anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Adaptive Teaching Strategies :

- Reduce the task demands in terms of time or number of items
- Provide an attachment figure who can be encouraging, warm and positive.
- Teach 'getting what you need and getting started on work' and offer attractive and motivating rewards. Rewards need to be available every time and be easy to get, with some visual support if rewards are given later e.g. marbles in a jar, tokens collected, symbols on a chart
- Help the child get used to adult demands through required helpfulness. Start with requests the child will have no objection to doing and might even like.
- Reward working independently and be very pleased that they did so well, even if only for a short while
- Provide a sensory timetable which regulates sensory input for the child and programs activities so that what the child is currently doing prepares them for the next activity
- Have a place of safety available e.g. calm area, book nook, quiet space
- Model turn-taking and familiarise children with activities/tasks
- Ensure children understand what is being asked of them
- Use visual task charts and encouraging verbal prompts
- Break down tasks into manageable chunks

Resource Adaptations :

Widgit, Clicker, physical resources linked to topic of learning, identified core vocabulary for each geography topic, planned direct experiences, visual task charts, planned movement breaks, visual shorthand, ICT equipment, modelling of tasks, identified pre-teach vocabulary, staff available, sensory timetable, safe space

Sensory and/or Physical Needs

This includes children with a disability that prevents or hinders them from making full use of general educational facilities. For example, those with visual or hearing impairments, multi-sensory impairments, and/or physical disabilities.

Adaptive Teaching Strategies :

- Provide regular motor breaks e.g. jobs that allow movement around the room
- Provide additional classroom resources such as sloping board, adapted cutlery/chairs/scissors and pencil grips etc.
- Use of non-slip mats to secure books and equipment
- Use technology to support learning
- Highlight information to be copied
- Reduce the amount to be copied – copy only what is necessary
- Strategies to promote improved visual perception
- A multi-sensory approach to teaching and learning and knowledge of the child's preferred learning style
- Reduce task to the essential key information required from the child or give sufficient time to complete tasks so that the children experience achievement
- Provide flexible, adult assistance as necessary to access the curriculum, manage their condition, or move with safety around the environment
- Consider the pace of lessons to take account of fatigue
- Appropriate size and height chairs/tables to encourage a correct posture and to support fine motor function and writing

Resource Adaptations :

Widgit, Clicker, physical resources linked to topic of learning, identified core vocabulary for each geography topic, planned direct experiences, visual task charts, planned movement breaks, visual shorthand, ICT equipment, modelling of tasks, identified pre-teach vocabulary, staff available, sensory timetable, safe space, non-slip mats, print outs of what is being displayed on the board

Alongside the adaptive teaching strategies above we use the BwD graduated response in mainstream schools document and the graduated response in early years document to support us further in meeting our children's needs.

https://search3.openobjects.com/mediamanager/blackburn/directory/files/graduated_response_in_early_years_2022_2.pdf

[graduated_response_in_mainstream_schools.pdf \(openobjects.com\)](#)

Implementation



Pedagogy

Geography at Hoddlesden St Paul's is hands on and interactive. We use our outdoor area to enhance our strong curriculum offer and believe that our children learn through key experiences. Both knowledge and skills are taught across lessons and tier 3 vocabulary is taught when appropriate to the unit and children are encouraged to use this vocabulary orally. New learning is delivered in a sequence of small steps to enhance retention and PLP's are used at the beginning of lessons to recap prior learning and to interrupt the forgetting.

Cultural Capital & Enrichment Opportunities

School provides opportunities where appropriate for educational visits throughout the pupils' time at St Paul's C.E Primary School to enhance children's learning and curiosity about Geography.

Specialist visitors are invited into school whenever possible to enhance the learning in Geography. They will share their expertise in either assemblies or as part of a workshop with individual classes as part of a topic.

Outdoor Adventurous Learning is carried out termly to ensure fieldwork takes place across all year groups.

Resources

- Atlas'
- Maps
- Globes
- Digimaps
- Photographs
- Pictures and Images
- Access to the outdoors
- Virtual Fieldwork



The Role of a Governor



Roles and Responsibilities of the Governors

Hoddlesden St Paul's CE Primary has a designated link governor who meets with the geography lead at least once a year to find out about:

- progress towards whole school improvement priorities.
- the school's systems for planning units, supporting staff and monitoring progress.
- the allocation, use and adequacy of resources.
- the attainment and progress of all children.
- the children's experiences of geography and attitudes towards the subject.

The curriculum governor will report back to the governing board.

Impact – Assessment, Recording & Reporting



Assessment is used to inform future planning and to provide information about individuals throughout their time at St. Paul's.

Teachers assess the on-going design process in addition to finished products or outcomes through

- Observation of pupils
 - Teacher-pupil discussion and questioning
 - Children's drawings, notes, models, comments and written work
 - Products made by the children
 - Pupils' on-going analysis of their achievements and evaluations
 - There are three data drops (end of Autumn term, end of Spring term and end of Summer term) into DCPro for the assessment of the composites outlined in the curriculum overview.
 - A final, overall judgement of Geography attainment will be shared with parents in the summer term end of year report.
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- In EYFS children's Geography learning journey is recorded on the online platform Tapestry. Within KS1 and KS2 pupils' learning is recorded in individual Geography exercise books and on the online platform Seesaw. Each class has a class page on the school website which is updated weekly to share the classes learning taking place each week. Geography can also be evident around school on class theme boards inside and outside the classroom.

Impact – Monitoring & Review



The subject leader is responsible for the monitoring of Geography across the school to ensure high quality teaching and learning is taking place and that pupils are achieving age related standards.

This monitoring may take the form of;

- Monitoring and assessing planning
- Classroom observations
- Scrutiny of children's Geography books and also theme floor books
- Discussion and questioning children on their views of the subject
- Professional dialogue with teachers
- Observing and photographing displays



Geography Impact Statement 23-

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At Hoddlesden St Paul's, the Geography curriculum is designed to progress from Early Years to Year 6 following a progressive overview that builds on prior knowledge. We aim to inspire children to become curious and explorative thinkers, have a greater understanding of the world and how to think like a geographer. There is a strong focus on children developing both geographical and knowledge skills. The curriculum includes a progression of fieldwork and mapping skills, and the children gain a deeper understanding of geographical terms and vocabulary.

Cross curricular links are made throughout each unit enabling the children to make connections and apply their Geography skills to other areas of learning. An enquiry question has been added to each unit and is re-visited at the end for the children to gain a solid understanding of their geographical knowledge and skills by applying them to the enquiry questions. Each unit includes knowledge organisers with key vocabulary, skills and knowledge that the children can refer to during their lessons and record their key nugget of learning which will help the children to retain knowledge and answer the enquiry question confidently. This year we have fully embedded our use of enquiry questions that children answer at both the beginning and the end of the unit. This approach provides a clear framework for assessing their learning progress. At the start of the unit, children explore their initial thoughts and ideas, allowing them to express what they already know. Throughout the unit, they acquire new knowledge, concepts, and key vocabulary related to the topic and this is recorded around the knowledge organiser. By the end of the unit, children revisit the initial enquiry questions and use the knowledge gained to provide comprehensive answers, demonstrating their progress and mastery of the subject matter. This reflective practice not only highlights their learning journey but also fosters a sense of achievement as they see how their perspectives have evolved.

Each lesson is carefully delivered through small steps of learning and following key pedagogy research and Rosenshine's Principles of Instruction.

Pupil voice is used as evidence to support the children 's knowledge and understanding of how to think like a geographer and the skills that are required. It enables the children to reflect on their prior learning and to deepen their understanding of each unit.



Impact – Pupil Voice

I like it when we get to
explore outside.

The lessons are good fun.

It's interesting to find
out more about other
countries and compare
them to our lives

Geography lessons are
always really
interesting. I like to
learn about the world!

Impact – evidence



To view the Geography curriculum video including pupil voice [click here.](#)

