



Geography Policy



Approved by: THE GOVERNING BODY

Last reviewed on: October 2025

Next review due by: October 2026

Purpose

This policy outlines the teaching, organisation and management of geography taught at The Stonebridge School School as well as the rationale for the deliberate choices made to ensure that our curriculum offer for Geography meets the diverse needs of our pupils.

Aims

Our history curriculum encourages our pupils:

- To understand and respect the natural world and its resources
- To instil a sense of curiosity and develop inquisitive minds
- To appreciate human achievements and aspirations, in turn, developing their own
- To develop place and locational knowledge as well a deep understanding of physical and human features
- To identify changes over time and compare lives through artefacts
- To understand how our values and attitudes affect the world
- To develop the necessary skills to interpret primary and secondary source materials and distinguish between facts and interpretations

INTENT

Geography stimulates curiosity and imagination as it provides a means of exploring, appreciating and understanding the world in which we live, how it has evolved and how people impact and change places. Through our curriculum we aim to build upon the child's 'personal geography' by developing geographical skills, understanding and knowledge through studying places, themes and we encourage children to learn about the world around them through fieldwork. It is an integral part of the Geography curriculum. At The Stonebridge School we want children to be 'global citizens' and be aware of how they impact the world through the choices they make as they become adults. Our Geography curriculum explores the relationship between the world and the people in it. We want our children to see the links between nature and people (physical geography) and people and people (human geography) so that as they get older they assume their responsibility to look after the world as well as enjoy the wondrous landscapes, mountains and rivers as well as cultures in the many countries of the world's continents. We Learning Challenge Curriculum is used to aid the philosophy behind our geography curriculum as it is an enquiry based approach. We have improved the content by adding a 'global citizenship aspect so that children can look at how we can preserve the world in which we live. For example, when Year 1 study the UK and four seas, they will also look at plastic in the seas and what action they can take to protect the environment

IMPLEMENTATION

EYFS:

Understand the World: The World (Geography)

Aspects of geography will be taught through Understanding the World: This will include investigating features of different environments, locally and nationally using first hand experiences and secondary sources such as maps, non-fiction texts and photographs.

Key stage 1 and 2

- Topics to be taught in the order outlined in the curriculum overview.
- The geography medium term plans must be used to plan lessons. These should be filtered and adapted to generate units of work that meet the needs of pupils. From this staff will create flip charts outing questions for learning for each session and activities that will be carried out by pupils to ensure that the knowledge, skills and understanding are addressed.
- Lengths of topics may vary due to the content.

- Every topic must have a big question and each lesson must include a question for learning (QFL) rather than learning intention (LI). Children must be given an opportunity at the end of each lesson to answer the QFL and at the end of the unit must answer the big question.
- Throughout the year pupils will be taught locational and place knowledge, human and physical geography as well as geographical enquiry and fieldwork.
- All lessons for one topic are to be planned on one flipchart using Activ software.
- All lessons must encompass the three components:
 - knowledge
 - skills
 - understanding

Teaching:

- A variety of teaching and learning styles should be used in geography.
- Effective and engaging lessons should use a combination of whole-class teaching and enquiry-based research.
- Pupils must acquire a solid knowledge and understanding of concepts and skills that build on previous learning. Pupils must have opportunities to apply these.
- Children should have access to secondary sources such as books and photographs and be able to handle artefacts.
- Use of ICT can be incorporated to enhance research skills. Access to the ICT suite must be planned prior to the session.
- Planned visits to places of interest, workshops or visits from guest speakers should be organised where appropriate.
- Geographical enquiry and interpretation must be interwoven throughout units of work. They should not be taught as separate strands.
- Staff must use the knowledge organisers to support the teaching of key knowledge needed for the topic that they are teaching.
- investigate significant issues about places; work in a variety of contexts – individually, in groups, as a class;
- present their knowledge and understanding in a variety of ways such as through drama, art, models, a range of writing styles / genre, timelines, maps;
- begin to pose and investigate their own questions about different places & carry out fieldwork

Organisation:

- There is no set time per week for the teaching of geography. Teachers must ensure that the relevant knowledge, skills and understanding are covered in the units being taught. Teachers may block a unit of work as long as they build on knowledge and skills learned earlier in the year and in previous years.
- To reduce demand on practical resources, classes in year groups may choose to teach geography on different days.
- Teachers are responsible for gathering resources prior to the subject commencing and liaising with the subject leader in advance of the unit to be taught.
- use a range of resources such as people, the local environment, visits, photographs, maps, atlases, written materials, ICT, TV / video extracts;

Roles and responsibilities

Governors:

- To ensure that implementation of the National Curriculum across the school
- To challenge Leaders at all levels about the quality of teaching and learning across the school
- To be an impartial critical observer within the subject
- To ensure that Leaders have the financial resources to enhance the quality of provision

Senior Leadership Team:

- Evaluate the quality of education across the school
- Know about teachers' pedagogical knowledge and support them
- To challenge and support middle leaders in their role
- To engage in monitoring activities

Middle Leader:

- Evaluate the long term and medium term plans

- Have a clear rationale for content choices and curriculum sequencing
- To establish high quality teaching and learning of geography
- To be the model of high quality teaching and learning and supports staff to do the same
- To raise the profile of the subject across the school
- To identify and support members of staff who need further development
- To monitor standards of teaching and learning
- To monitor and evaluate the implementation and impact including polished products at the end of units
- To manage resources effectively
- To report to SLT and Governors when necessary
- To forge positive and impactful relationships across the Federation and beyond

Teachers:

- To ensure the subject is taught effectively and the content is covered as outlined
- To plan effective and engaging lessons
- To follow policy and guidance outlined by middle leaders
- To ensure 'polished products' for end of unit learning
- To promote the use of technical vocabulary through working walls and flipcharts
- To develop own subject knowledge
- To challenge and develop pupil's design and technological abilities
- To ensure that all pupils' needs are met

Support Staff:

- To develop own subject knowledge where needed
- To support all pupils to access the curriculum
- To model the use of technical vocabulary
- To challenge and support pupils thinking and ideas

Pupils:

- To take an active part in every lesson
- To show curiosity and interest
- Ask questions and challenge thinking
- To be resilient

Parents/Carers:

- Engage in their children's current learning, sharing their own knowledge and experiences about the subject
- Support children with home learning tasks e.g. research, projects
- Share thoughts and opinions on historical events and figures as opportunities arise and how these have affected the way people live, countries and physical features around the world today
- Attend school events

Aspects

Inclusion:

At The Stonebridge School we believe that all learners are of equal value and that all pupils have the potential to achieve highly and learn effectively irrespective of ethnicity, gender, disadvantage, religion and belief, race or disability. This confidence in the learning capacity of all our pupils is reflected in curriculum design and delivery.

- Pupils with Special Educational Needs & Disability (SEND):
Pupils with Special Educational Needs and Disabilities (SEND) will have access to a broad and balanced curriculum through quality first teaching. Teachers will differentiate learning according to the children's needs to ensure access to the curriculum. Children identified as having SEND may in addition have additional provisions such as personalised learning, 1:1 support and a variety of resources to meet their needs. This policy should also be read in line with the school's SEND policy and School information report.
- EAL learners:

Pupils identified as new to the English language will be given every opportunity to acquire English so that they can access learning fully. Pupils home languages will be used to aid learning where possible and relevant alongside appropriate resources selected by staff to enable pupils to engage in a rich curriculum.

- **Equal opportunities:**

All pupils have the right to access the curriculum regardless of age, gender, race, religion, SEND and background. Changes must be made to provision in order for pupils with SEND and EAL to access the history curriculum.

Health and safety:

- Artefacts are inspected for any possible damage before given to children
- Artefacts to be handled with care to avoid accidents
- Children will be briefed on how to handle artefacts
- Children will be taught and expected to use all equipment safely during all sessions

Safeguarding:

- Some themes may be distressing and therefore must be dealt with sensitively e.g. war, children's rights, issues surrounding family.
- Any matters of safeguarding will be dealt with according to the safeguarding procedures of the school. Please see the Safeguarding Policy.

Homework / Wider learning:

- Home learning will be set when appropriate.

Resources:

- Geography is best taught through use of a range of resources including online resources. Some resources must be age appropriate maps, atlases etc. Please consider searching a number of sources for the same topic and exploring the reliability with children. Also, images of photographs, artefacts are other forms of resources that can be used.
- Available resources are stored in the tower. These must be returned by a member of staff, once they are no longer needed.
- Teachers must inform middle leaders when consumables are running low.
- If a particular resource is essential but unavailable, teachers must inform the subject leader.
- Pupils must be taught how to handle equipment safely and correctly.

IMPACT

Assessment:

- Assessment for learning must be built into each lesson through the Question for Learning (QFL) and the big question should be completed at the beginning and at the end of each unit for opportunities to assess children's understanding. Teachers put in place systematic assessment systems in order for the children to remember the key knowledge taught to them. This can be done through:
 - Quizzes
 - Frayer diagrams
 - Essay type responses
 - Debates and other forms of presentations

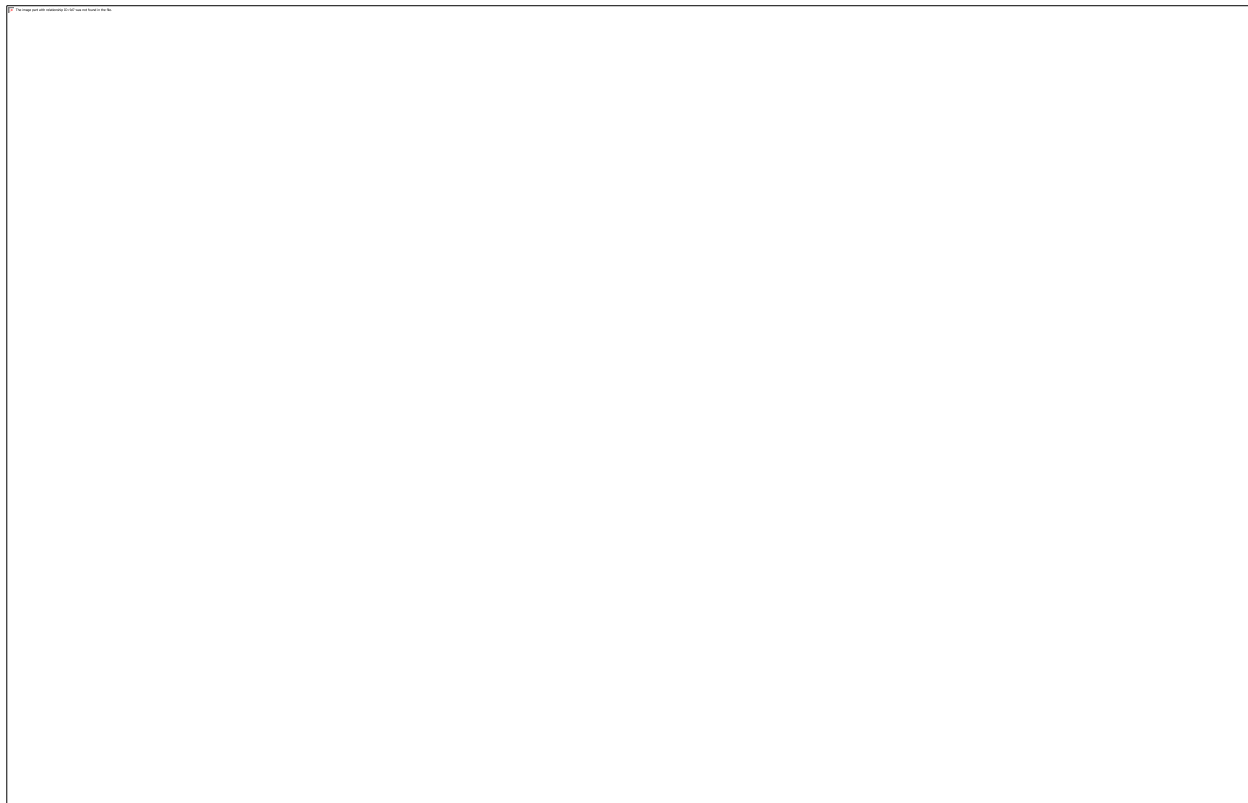
Monitoring and evaluation:

- Monitoring processes of teaching and learning in geography will include:
 - Book scrutiny
 - Planning scrutiny
 - Lesson observation
 - Learning walks – curriculum review
 - Learning environment checks
 - Pupil voice with a focus on what children can remember

- Systematic approaches to assessment
- Staff feedback through curriculum review or direct interviews about provision with the subject lead or SLT.

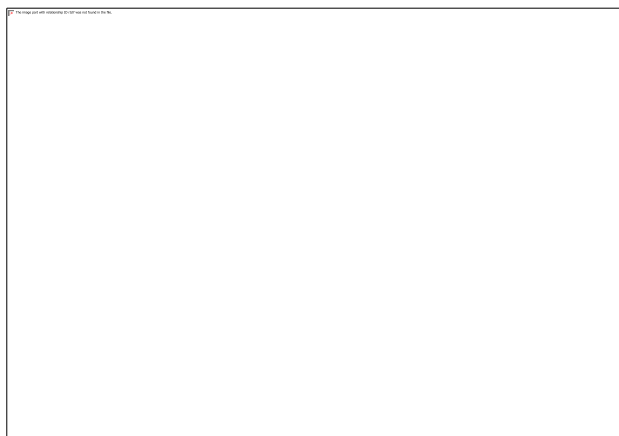
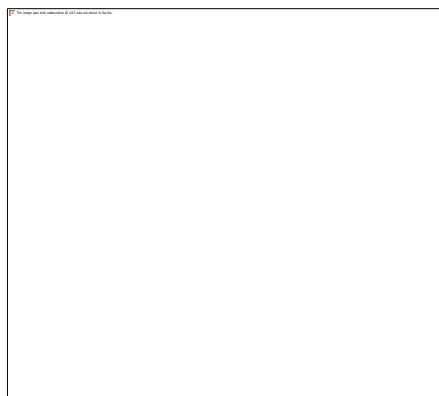
EXAMPLES OF ASSESSMENTS

QUESTIONNAIRE – Pupils' knowledge is tested at the start of the unit and at the end of the unit to determine progress made.



FRAYER DIAGRAMS

Frayer diagrams are used to embed language and key concepts. They complete the sections outlined below.

Essay type questions

Children are asked to answer a question in an essay style response. For example, the children could be asked: How would living in Greece be like for a child your age? They would then write their response using all the information that they have learned.