

Brookfield Park Primary School

*Nurture, include and inspire to
succeed*



Geography Policy

Date: March 2026

Signed: Miss Rhodes & Mrs Allard

Policy will be reviewed: March 2027

Geography Policy – Brookfield Park Primary School

Introduction

This policy outlines the learning, teaching, organisation and management of geography at Brookfield Park Primary School.

The implementation of this policy is the responsibility of all teaching staff. The responsibility for monitoring and review rests with the geography leader, in collaboration with the Geography Governor.

'An inclusive geography curriculum focuses on helping pupils to question and understand a range of spatial issues related to diversity, inclusion and exclusion, and on encouraging them to be tolerant towards others complete acceptance of others whom they perceive to be different from them.' (Geographical Association (GA))

INTENT

Statement of Intent for Geography

Our high-quality geography education at Brookfield Park aims to inspire pupil's curiosity, fascination and knowledge of their locality, their wider world and its people, that will remain with them for the rest of their lives. Helping them to build their own identity and their sense of place.

WE WANT OUR PUPILS TO: -

- develop a positive and confident attitude towards Geography.
- become fluent in the fundamentals of geography, and to be committed to achieve the highest possible standards in geography
- develop curiosity and fascination in the world around them and focus to build, retain and apply key knowledge and skills, with increasing fluency and independence;
- develop their ability to recall and apply their geographical knowledge and skills
- show tolerance and respect for all differences and diversity in our school, neighbourhood and the wider world, whilst understanding their impact on those
- develop a personal sense of awe and wonder of their world and increase the opportunities to explore the vast world around them by engaging in the questions and seeking answers

IMPLEMENTATION

Our high quality teaching and learning at Brookfield Park will ensure that our Geography curriculum reflects the school's local context by addressing any current gaps, and pupils' needs.

The principal aim of our Geography curriculum is to support pupils' personal sense of awe and wonder of their world and increase the opportunities to explore the vast world around them by engaging in the questions...

"What is in and beyond Skelmersdale and how do other places around the world compare?"

"What is my place in the world and how can I find out more about the world beyond my town?"

Geography at Brookfield Park Primary School is taught in topic themed blocks throughout the year. We have identified the key knowledge and skills of each blocked topic and consideration has been given to ensure progression across topics throughout each year group and across the school, helping to build upon the children's knowledge and skills. We use knowledge organisers to inform our medium and short term planning and delivery of the geography curriculum. At the beginning of each topic, children are given the opportunity to convey what they know already as well as what they would like to find out. This ensures that

lessons are relevant and take account of children's different starting points. Consideration is given to how greater depth the unit will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion.

Cross-curricular opportunities in geography are specifically planned for, with strong links between geography and other subjects identified, planned for and utilised, only when relevant, always avoiding making vague links for the sake of it.

The local area is utilised to achieve the desired outcomes, with opportunities for learning outside the classroom embedded within practice, where appropriate.

The aims for implementation of our curriculum for geography at Brookfield Park Primary School are to ensure that all pupils:

1. develop contextual knowledge of the location of globally significant places, including their defining physical and human characteristics and how these change over time
2. are competent Geographical explorers, using "fieldwork" and "enquiry" to find out about places in an increasingly independent way, using a progressive range and development of mapping skills and vocabulary to:
3. collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
4. interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
5. be able to communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

IMPACT

Outcomes in topic and writing books, pupil voice, monitoring, book talks, informal conversations with staff, displays, feedback demonstrate evidence of a broad and balanced geography curriculum showing our children's acquisition of identified key knowledge. Children review their successes in achieving the lesson objectives during their lessons and are actively encouraged to identify their own questions about their geography learning. As children progress throughout the school, they develop a deep knowledge, understanding an appreciation of their local area and its place within the wider geographical context. School trips provide further relevant and contextual learning.

Through geography we can:

- ☒ Improve pupils' skills in English, Maths and Computing
- ☒ Develop pupils' thinking skills and reasoning skills
- ☒ Promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues
- ☒ Develop pupils as active citizens.

Entitlement and Equal Opportunities

In line with our *Equal Opportunities Policy* we are committed to providing a teaching environment conducive to learning.

All pupils are entitled to access the geography curriculum at a level appropriate to their needs arising from race, gender, ability or disability, religion, social background and culture. Fieldwork may have to be adapted to take into account individual requirements.

Geography curriculum planning

We use the National Curriculum for geography as the fundamental basis for our curriculum planning, alongside the more detailed resources that are comprehensively set out online on Twinkl Plan It. We are however, particularly committed to then plan exciting lessons that also have the input from teacher's own knowledge, enthusiasm and creativity and pull resources and ideas from excellent resources that are also available to them such as BBC Teach, BBC Bitesize, video clips and more. We also ensure that wherever appropriate we make links to other areas of children's learning to different subjects areas.

Each class teacher has access to our geography long term plan, core learning targets, high quality teaching resources and previous knowledge and experiences and sharing of ideas across colleagues which inform the learning outcomes for each lesson, that is tailored to the needs and interests of their cohort. We use staff meetings to update and make changes collaboratively, seek ways forward, monitor our own practice and share expertise and ideas to collaboratively work on the curriculum we provide and seek improvements and development of our geography curriculum.

Strategies for the teaching of geography

Learning and Teaching in geography will be in line with the school's *Teaching and Learning Policy*, where provision is made for all learning styles.

The geography curriculum at Brookfield Park Primary is designed to provide children with learning opportunities that reflect the breadth and balance of contexts outlined in the National Curriculum.

Geography teaching at Brookfield Park incorporates a skills based curriculum, alongside the learning of key geographical facts and knowledge of the world; equipping children with the skills to find out the answers to locational and physical geography queries.

As an integral part of the teaching and learning of geography children will be given the opportunity to undertake purposeful fieldwork and research. Children will be able to communicate their findings in a variety of ways such as speaking and listening activities, homework, creating PowerPoints to present to the class, group work, recount writing, use of graphs/data etc.

We are very proud of our school grounds and use these in a variety of ways to help children learn geographical skills and to respect the school grounds and wider environment.

Adaptation

There are a number of different forms of adaptation, to be used as and when appropriate:

- By outcome – where a task is given and the children respond at different levels
- Different tasks around the same topic matched to the needs of the children
- Variety of input for the same task
- Variety of questioning
- Completion of different tasks
- Mastery and greater depth learning through challenges for the more able and more confident children
- Support provided and work scaffolded where necessary

Roles and responsibilities

Governors

Brookfield Park Primary has a designated link governor who meets with the geography lead regularly to find out about:

- progress towards whole school improvement priorities.
- the school's systems for planning, supporting staff and monitoring progress.
- 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 as required.

The headteacher will:

- work closely with the geography lead and carries out regular stand up meetings and sets curriculum focus developments for the year
 - monitors subject action plans and progress made within them
- discuss and lead ways forward to support improving our curriculum offer
- helps lead our subject 360 monitoring
- support staff development through in service training and giving time to work collaboratively

The geography lead

The subject leader is responsible for:

- preparing and reviewing policy documents, curriculum overviews and progressions for the subject which support the challenging demands of the national curriculum, the school's curriculum intent.

- ensuring the continuity and progression from year group to year group and that learning is cumulative and ambitious.
 - Ensures that the curriculum begins in nursery and skills and knowledge is built upon progressively
- keeping abreast of current thinking, research and policy changes which impact geography in school and helping to develop colleagues' expertise in the subject by leading staff training and providing staff members with the appropriate professional development.
- liaising with the named governor to report on progress and attainment in geography.
- monitoring the learning and teaching of geography, providing timely support for staff where necessary and ensuring that learning time is maximised.
- carrying out audits of all geography-related resources and organising their effective deployment and the purchase of additional resources as necessary.
- advising on the contribution of geography to other curriculum areas, including cross curricular activities.
 - Reviews subject action plans regularly to help inform next steps for curriculum development
- ensuring common standards are met for assessing children's attainment and progress.

Responsibilities of the teacher

The classroom teacher, in collaboration with the subject leader, will ensure that the needs of all children are met by:

- acting in accordance with this policy.
- instilling a love of the subject and the confidence in each child as a historian.
- being ambitious for every learner, including SEND and other vulnerable groups.
- aiming to develop technical proficiency and conceptual understanding in parallel.
- taking responsibility to strengthen subject knowledge and seek support as necessary.
- having a working understanding of the prior learning of children and the needs of subsequent years.
- ensuring that planning is progressive and cumulative over the year and that it meets the wider curriculum intent for Brookfield Park
- providing opportunities for repetition to build long-term knowledge and skills.
- guiding appropriate teaching assistants to ensure that pupils are effectively supported.
- monitoring the progress of pupils in their class and reporting this on an annual basis to parents.
- reporting any concerns regarding the teaching of the subject to the subject leader or member of SLT

Assessment

Opportunities for assessment is based on an assessment of key skills and essential knowledge and understanding within geography. Methods of assessment will vary as appropriate to the learning. Teaching staff will make assessments each lesson to inform their next step planning. This will include whole class feedback, marking of written tasks, response to children's questions and answers, understanding of children's knowledge and understanding development short and long term. Also monitoring, pupil voice and interviews by the geography lead and when possible the geography governor. We are currently focussing on high quality assessment tools moving forward.

Self-Assessment and Peer Assessment

Peer and self-assessment are ways of engaging children in understanding their progress in learning and identifying next steps in their learning that can be used in addition, and to support, to oral and written feedback from teachers and support staff. The aim is to involve children in the analysis and constructive criticism of their own and others work.

Day to Day Assessment

The main focus involves teachers using their professional skills to observe a child to see if the work provided for them is sufficiently challenging to ensure progress or that misconceptions or 'gaps' are not impacting on progress.

The assessments are noted and used to inform future planning.

This may be achieved through:

- Questioning
- Observing

Discussing
Analysing
Checking children's understanding
Engaging children in reviewing progress
Reviewing vocabulary development

Monitoring and Evaluation

The teaching and learning of geography will be monitored through the implementation of subject 360 days, pupil interviews, book scrutinies in line with the school development plan, monitoring of the coverage and progression of skills across key stages, liaising with teaching and informal discussions with teaching staff and during staff meetings.

Resources

Geography resources are allocated according to what themes are taught in each age group. Children will have the opportunity to use the following resources: globes, atlases, visual media (including aerial photographs), information books, maps, graphs, compasses, measuring equipment and ICT, including Digi-maps.

Health and Safety

This policy needs to be read alongside our *Health and Safety Policy*. Consideration needs to be given to conducting appropriate Risk Assessments and ensuring the safeguarding of children and staff when planning and carrying out geography activities, including fieldwork.

Geography Curriculum Objectives

Key Stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

Location knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

- use basic geographical vocabulary to refer to:

key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language (e.g. 'near' and 'far'; 'left' and 'right') to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Key Stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical tools and skills to enhance their locational and place knowledge.

Pupils should be taught:

Location knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere,

Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

• *understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America*

Human and physical geography

• *describe and understand key aspects of:*

□ *physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle*

□ *human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water*

Geographical skills and fieldwork

• *use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied*

• *use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world*

• *use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.*

Integrating ICT in Schemes of Work

ICT has an important part to play in the provision of a balanced geography curriculum, but activities and resources should be selected with care.

Opportunities for the use of ICT are likely to include:

□ *The use of video resources and Digi-Maps*

The school possesses video resources which are appropriate to support the Geography curriculum.

These can enhance children's understanding of particular locations.

□ *CD Rom activities*

These can provide rich and focussed material which is appropriate for children of specific levels of ability.

□ *The internet*

Mapping websites and programs such as Google Earth create a highly visual link between maps and the real world. The internet can also provide an extremely valuable source of research material for pupils. However, teachers need to plan sessions involving use of the internet carefully, since most published material which might be located using search engines is likely to be aimed at adult readers; it is no more appropriate for children to be expected to use an adult text on the internet than from a book. There are a number of strategies which can be employed to maximise the benefits of using the internet:

o Teacher selection of sites (links can be saved on the school server, or placed on a web page on the school website, for instance).

o Use of educational portals (websites listing appropriate educational sites)

o Advice to children on suitable search engines and search terms. In particular, children should be discouraged from using image searches, because the search results may include inappropriate graphics which will not be filtered.

Likely search terms should also be checked by the teacher prior to the session in case inappropriate results may be returned.

□ *Digital cameras/IPads*

The use of digital cameras or iPads can enable children to record evidence which can later be reviewed, and is therefore of considerable value as they can also be used to record field trips and drama activities, allowing both review and self-assessment by children. Each class has been issued with a digital camera,

and the school possesses a class-set of iPads.

