**Escrick Church of England**

**Geography Policy**

At Escrick Primary School we believe that our curriculum should be broad, balanced, creative and relevant and should meet the needs of all our learners whatever their ability.

We strive to provide a high-quality geography curriculum, which engages, inspires and challenges pupils, equipping them with the knowledge and skills to develop a sense of place and to encourage a curiosity and fascination of the world around them. Children will gain an understanding about places, people and environments both natural and human by asking questions and finding answers. By exploring beyond the classroom, the children will engage with their local environment and begin to understand their impact on it with the choices they make.

Geography at Escrick will be taught by delivering the statutory requirements of the National Curriculum. There will be an emphasis on the 4 key areas of the Programmes of Study: Locational Knowledge, Place Knowledge, Human and Physical Geography and Geographical Skills and Fieldwork. Although they will be taught through a global enquiry, the learning of Geography will be subject specific particularly within Key Stage 2. As they reach the end of Year 6, we will ensure that the knowledge and skills they have learnt will prepare them for their next step in Year 7.

**Our intentions in teaching geography in our school are:**

• to enable children to gain knowledge and understanding of places in the world, know about famous cities, regions and landmarks and link these to history / news events/ other –“ cultural capital”

• to increase children’s knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country;

• to allow children to learn graphic skills, including how to use, draw and interpret maps;

• to enable children to know and understand environmental problems at a local, regional and global level;

• to encourage in children a commitment to sustainable development, and an appreciation of what ‘global citizenship’ means;

• to develop in children a variety of other skills, including those of enquiry, problem solving, ICT, investigation, and that of presenting their conclusions in the most appropriate way.

**Planning and implementation**

Long term planning is based on the The National Curriculum 2014 for Geography. Medium term planning will take place as appropriate – we use the Focus Education planning to provide a basis for our lesson planning, supplemented by other resources.

Differentiation of activities will be made in the weekly planning as appropriate to the pupils being taught based upon assessment of their prior knowledge, understanding and skills. A variety of activities and learning styles are planned for.

All year groups should carry out pupil led enquiries each term at an age appropriate level and, wherever possible, we involve the children in real life scenarios for geographical activities, for example research of a local environmental problem, discussion of global warming, or use of the Internet to investigate a current issue.

Cross-curricular opportunities should be explored. Links may be made, in particular, with maths, computing, history, reading and/ or extended writing as well as topics. The use of **Focus Geography** enables the teaching of Geography through Literacy and vice versa.

Displays of geography work should pose questions, inform on a topic area and celebrate children’s achievements and knowledge. Where possible, interactive displays will be planned for so pupils can explore.

Equal opportunities in geography will be given to all pupils.

Outside agencies may be invited into school throughout the school year and / or school trips undertaken to promote enjoyment of geography. Fieldwork is integral to good geography teaching, and we include as many opportunities as we can to involve children in practical geographical research and enquiry. We intend that all of the children will carry out investigations into the local environment, and we give them opportunities to observe and record information around the school site.

Geography can also provide opportunities for Spiritual, moral, social and cultural development by offering the children the chance to examine the fundamental questions in life. For example, their work on the changing landscape and environmental issues leads children to ask questions about the evolution of the planet. We encourage the children to reflect on the impact of mankind on our world, and their responsibilities for sustainable development. We help contribute to the children’s social development by teaching them about how society works to resolve difficult issues of economic development.

Through teaching about contrasting localities, we enable the children to learn about possible inequalities and injustices in the world. 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.

Geography contributes to the children’s appreciation of what is right and wrong by raising many moral questions.

EYFS - We relate the geographical aspects of the children’s work to the objectives set out in the Early Years Foundation stage. Children will begin to understand how they are part of their own locality which is part of a bigger world. They will explore the school environment, talk about where they live and find out about other places in the world through stories, books and maps.

**Assessment and reporting**

To assess pupils' progress in geography we gather evidence of what individual pupils know, understand and can do in geography by observing them at work, listening to and discussing with them, and evaluating any work they produce. Teachers make termly assessments of progress using Focus assessment materials and an annual assessment of progress for each child as part of the child’s annual report to parents. We pass Focus assessment information on to the next teacher at the end of each year – each cohort of children has an assessment folder which follows them through our school. Teachers then report annually to parents on how well the pupil has achieved.

Teachers update parents termly about which geography units are being covered via termly letters and/or class pages on our website. Marking of geography work will follow guidelines outlined in our Marking and Feedback Policy.

**The role of the Geography Subject Leader is to:**

* provide leadership and direction for the subject
* monitor planning and progression in the subject
* play a key role in supporting, and providing resources for, teachers in the subject
* evaluate effectiveness of teaching and learning, the subject curriculum and progress towards pupils meeting year group standards through regular monitoring
* understand how the subject contributes to the SDP

The Geography subject leader will carry out book scrutinies and learning walks, monitor assessments and deliver staff meetings as appropriate.

The Geography subject leader will ensure this policy is kept up to date.

**To be reviewed: Summer 2026**