



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. We also consider the impact of geographical issues on rights, as we continue to raise awareness of the convention of the rights of the child and carry out projects linked to UNICEF's 'Global Goals'.

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.

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.

As our medium term plan states, we want children to:

- ☐ **Understand the world they live in**
- ☐ **Think critically and comparatively**
- ☐ **Understand the fluid links between physical and human geography**
- ☐ **Carry out practical fieldwork skills**
- ☐ **Communicate what they have learnt in a variety of ways**

Planning and implementation

Long term planning is based on the The National Curriculum 2014 for Geography. We have written a school specific Medium-Term plan, following feedback from a previous inspection, that enables teachers to plan individual lessons by considering prior learning and future learning alongside the core objectives and vocabulary. We have also based our Geography plan on the core skills of Geography including knowledge of the world and areas, map skills, and other key content. Medium term planning will be carried out by teachers, considering activities designed to help children access the learning and develop these skills in a way that suits their age and learning style.



1. **Locational Knowledge**
2. **Place Knowledge**
3. **Human Geography**
4. **Physical Features**
5. **Geographical Fieldwork (including Mapping Skills)**

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.

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. Equal opportunities in geography will be given to all pupils and resources adapted where possible or alternative ways to access the learning given.

All year groups 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 (such as flooding, or pollution), discussions about global warming, or the use of the Internet to investigate a current issue. This also links with our work on becoming a Gold level Rights Respecting school as each class worked towards one of UNICEF's 'Global Goals'.

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.

Enrichment - Outside agencies may be invited into school throughout the school year and / or school trips undertaken to promote enjoyment of geography and enrichment. 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.

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.

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.

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 work they produce. Teachers make informal teacher assessments and an annual judgement of progress for each child is reported to parents.

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 or share information as appropriate.

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

Policy Date: November 2026

To be reviewed: November 2027