



## Geography Subject Policy

This policy was developed as part of a consultation process involving pupils, staff, parents and Governors of the school, based on best practice advice (where available) from Lancashire County Council.

This policy should be read in conjunction with the following documents:

- Curriculum Policy
- Teaching and Learning Policy
- Feedback and Marking Policy

This policy will be reviewed as appropriate by the subject co-ordinator and members of the Senior Leadership Team.

<b>Policy Created:</b>	February 2016		
<b>First Presented to Governors for approval:</b>	3 <sup>rd</sup> February 2016 (Curriculum Committee)		
<b>Proposed Review Cycle/Date:</b>	3 Year	Next Review: February 2026	
<b>Approved by (Headteacher)</b>		<b>Approved by (Governor)</b>	
<b>Date:</b>		<b>Date:</b>	
Review History			
<b>Date:</b>	May 2021	<b>Date:</b>	February 2023
<b>Date:</b>	January 2026		
<b>Key Changes:</b>	<ul style="list-style-type: none"> <li>• Assessment including Learning Mats.</li> <li>• Overview of programmes of study.</li> <li>• Subject Statement.</li> </ul>	<b>Key Changes:</b>	<ul style="list-style-type: none"> <li>• Curriculum overview – some topics have changed to ensure coverage of the full curriculum.</li> </ul>
<b>Key Changes:</b>		<b>Key Changes:</b>	<ul style="list-style-type: none"> <li>• Curriculum overview – topics and overviews have changed to ensure curriculum coverage based on the new progression documents.</li> <li>• Changes to assessment procedures</li> </ul>
<b>Presented to Governors:</b>		<b>Presented to Governors:</b>	Curriculum Committee 8/2/2023
<b>Presented to Governors:</b>		<b>Presented to Governors:</b>	Curriculum Committee 4 <sup>th</sup> March 2026

## 1. Ryelands School – Mission Statement

### **RYELANDS PRIMARY AND NURSERY SCHOOL MISSION STATEMENT**

Ryelands is a welcoming community school where care and nurture, alongside high expectations and challenge, enable the pupils to progress and achieve academically, and empower the wider school community to develop and thrive.

We work with many partners to provide a well-resourced, stable and supportive hub extending into the community, creating positive relationships based on inclusivity, trust and mutual respect, as well as growth.

Ryelands offers an engaging and aspirational curriculum, based on the Primary National Curriculum and the Early Years Statutory Framework. Our curriculum is adapted to the unique place where we live and the skills and values we promote. Our curriculum, alongside exceptional teaching, inspires a love of school and learning.

At Ryelands, pupils are encouraged and challenged by staff to **imagine, believe, achieve.**

## 2. Aims

Geography is a foundation subject within the National Curriculum. The aims of geography in this school are to:

- Develop children's geographical understanding and competence in specific geographical skills;
- Help children acquire and develop the skills and confidence to undertake, investigation, problem solving and decision making;
- Stimulate the children's interest in and curiosity about their surroundings using our locality for learning;
- Create and foster a sense of wonder about the world as well as where we live;
- Engage learners through creativity exploring link with other subject including reading and art.
- Inspire a sense of responsibility for the environments and people of the world we live in;
- Increase the children's knowledge and awareness of our changing world, so that they will want to look after the Earth and its resources and think about how it can be improved and sustained;
- Begin to develop respect for, and an interest in, people throughout the world regardless of culture, race and religion;
- Develop a sense of identity by learning about the United Kingdom and its relationship with other countries.

## 3. Subject Statement

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments. Geographical knowledge provides the tools and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time. At Ryelands, we centre our geographical learning on our locality utilising the opportunities it provides. We place an emphasis on 'place-based learning' to provide our pupils with aspirational opportunities using real life skills and to place importance on the 'stickability' of knowledge.

#### 4. Teaching and Learning including Planning and Organisation

Within classes pupils are taught individually, in groups or as a class when appropriate. It is recognised that through group work and co-operation, effective learning and understanding are promoted; but to ensure differentiation and assessment children may work individually or as a class.

The National Curriculum for geography has been spread over the different key stages to allow for progression and coverage.

Individual teachers plan half termly (dependent on geography being covered that half term) in accordance with the main overview and skills based progression document, adapting and changing their plans if needed as the topic is taught to meet the individual needs of the children.

#### 5. Curriculum Overview and Progression including visitors, trips and extra-curricular provision

The following is a plan for the curriculum overview for the school:

Year	Term 1	Term 2	Term 3
1		<p><b><u>In My Garden</u></b>  <b>Local walk</b>            Name and locate the four countries of the UK on a world map, atlas and globe            Name and locate the four capital cities of the UK            Name and locate the seas surrounding the UK            Explore the physical geography of our local area through local walks            Identify seasonal/daily weather patterns in the UK            Use a range of sources e.g. maps, globes, atlases and photographs to recognise features and places studied            Use maps to talk about places in their lives            Speak about or draw simple geographical concepts that they have seen            Draw simple sketch maps of real places in their local environment            Follow a simple route on a map using directional language            Observe, measure and record human and physical features in our school grounds and its surrounding environment</p>	<p><b><u>Has Morecambe always been a holiday destination?</u></b>  <b>Beach visit</b>            Explore the physical geography of Morecambe and identify local landmarks there            Recognise basic human features in their local environment using aerial photos and plan perspectives            Ask and answer simple geographical questions about topics studied</p>
2		<p><b><u>Passport to Africa</u></b>  <b>African Drumming workshop</b>            Name and locate the world's continents on a world map atlas and globe.            Name and locate the world's oceans on a world map, atlas and globe.            Identify similarities and differences between our local area and Nairobi.            Discuss how the similarities and differences influence life there.            Locate hot and cold areas of the world in relation to the Equator and North/South Pole.            Identify similarities and differences when investigating places.</p> <p><b><u>Lovely Lancaster</u></b>  <b>Walk to Lancaster Castle</b></p>	

		<p>Build upon recognising basic human features in their local environment using aerial photos and plan perspectives (city, town, library, factory, office, church).</p> <p>Build upon recognising basic physical features in their local environment using aerial photos and plan perspectives (soil, hill, forest, vegetation, habitat, river).</p> <p>Use maps to talk about places in their lives and journeys that they have made e.g. from home to school, from school to Lancaster Castle</p> <p>Create their own simple maps to communicate information to others.</p> <p>Devise a simple sketch map using a key.</p> <p>Follow a simple route on a map using directional language (North, East, South, West).</p>	
3	<p><b><u>Where do we live?</u></b> <b>Walk to Morecambe</b></p> <p>Understand that the UK is divided into regions called counties.</p> <p>Name and locate Lancashire on a UK map.</p> <p>Locate countries in Europe and their major cities (including the location of Russia).</p> <p>Create own maps using a key to communicate information to others, including the use of technology.</p> <p>Create a map of a short route within their local area, including features previously studied.</p> <p>Follow a route on a map with some accuracy.</p> <p>Observe, measure, record and name geographical features in their local area.</p>		<p><b><u>Rainforests – do they need our help?</u></b></p> <p>Identify different climate zones.</p> <p>Describe and understand what the term ‘settlement’ means.</p> <p>Describe and understand key aspects of mountains.</p> <p>Describe and understand how volcanoes and earthquakes are formed.</p> <p>Identify human and physical characteristics of features studied.</p> <p>Use a range of sources e.g. maps, globes, atlases and photographs to research geographical information and describe features studied.</p> <p>Ask and answer questions about different environments.</p> <p>Identify and describe similarities and differences when investigating environments.</p>
4		<p><b><u>Rivers and Water Cycle: How does rain become a river?</u></b></p> <p><b>United Utilities and local river walk</b></p> <p>Describe and understand types of settlement and land use.</p> <p>Explore land use in the UK using digital maps.</p> <p>Describe and explain rivers and the water cycle.</p> <p>Observe, record and explain geographical features in their local area and in other places studied.</p> <p>Ask and answer more searching questions including ‘how’ and ‘why’.</p> <p>Create a map of a short route within their local area, including features previously studied.</p>	<p><b><u>World Wide Wanderers: How is France different to the UK?</u></b></p> <p>Name and locate counties and cities of the UK including their human and physical characteristics and key topographical features.</p> <p>Locate France and other known countries in Europe (and their major countries) on a map.</p> <p>Identify similarities and differences between our local area and Paris (link to pen pals).</p> <p>Discuss how the similarities and differences influence life there.</p> <p>Use a range of sources e.g. maps, Globes, atlases and photographs to research and present geographical information and describe features studied.</p> <p>Communicate geographical information through digital maps, graphs and presentations.</p> <p>Identify and describe similarities and differences when investigating different places and environments.</p>
5		<b><u>Earth: Our Planet</u></b>	<b><u>A Day at the Beach</u></b>

		<p>Suggest and explore ways to make changes that have a positive impact on our climate.</p> <p>Understand the importance of sustainability and understand how humans impact on the environment both positively and negatively.</p> <p>Use maps, atlases, globes and digital maps to identify Latitude and Longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn and Arctic and Antarctic Circle.</p> <p>Identify Prime/Greenwich Meridian and time zones.</p>	<p><b>Local beach trip – Half Moon Bay</b></p> <p>Use a range of sources e.g. maps, (including ordnance survey maps), globes, atlases and photographs and select the most appropriate for a task.</p> <p>Communicate geographical information through digital maps, graphs and presentations by choosing the most appropriate method.</p> <p>Create a thematic map based on their own data/research.</p> <p>Observe, record, measure and explain geographical features using maps, plans, graphs and digital technologies.</p> <p>Recognise geographical issues affecting people in different places and environments.</p>
6		<p><b><u>Survival – Why Do We Change?</u></b></p> <p><b>Edinburgh trip – Dynamic Earth</b></p> <p>Describe and understand climate zones, biomes and vegetation belts.</p> <p>Explain how mountains are formed and understand the use of contour lines on maps to show these.</p> <p>Use a range of sources e.g. maps (including ordnance survey maps digital maps and maps to a variety of scales, globes, atlases, and photographs and select the most appropriate for a task.</p> <p>Develop personal views and attitudes towards environmental issues and events.</p> <p>Ask and respond to questions relating to changes over time e.g. What happened to cause that in the past? How is that likely to change in the future?</p> <p>Make simple predictions and test simple hypothesis about people, places and geographical issues.</p>	<p><b><u>North and South America</u></b></p> <p>Name and locate mountain ranges within South America.</p> <p>Name and locate countries within North and South America and their major cities.</p> <p>Identify and explain similarities and differences between our local area, the Lake District and South America.</p> <p>Discuss how the similarities and differences influence life there.</p> <p>Use a range of sources e.g. maps (including ordnance survey maps digital maps and maps to a variety of scales, globes, atlases, and photographs and select the most appropriate for a task.</p> <p>Develop personal views and attitudes towards environmental issues and events.</p> <p>Analyse and interpret data collected from fieldwork observations, measurements and recordings.</p> <p>Name and locate mountain ranges in the UK.</p> <p>Explore economic activity within places studied (including trade links).</p>

At Ryelands Primary School, we follow a skills-based approach and there is a progression of skills related to each year group which is used to inform planning and assessment to ensure progression.

## 6. Assessment, Recording and Reporting

Teachers assess children's work in geography by making assessments throughout the units of work. Following the completion of a unit, teachers record progress and attainment by assessing the children's work against the National Curriculum and, more specifically, the Geography Progression Documents. These assessments are recorded by teachers onto the Non-Core Assessment Grid. Assessments are monitored by the Geography Subject Leader and half termly by Team Leaders and SLT.

Assessment techniques include:

- Teacher's observation of pupils
- Teacher – pupil discussion, teacher questioning
- Work scrutiny
- Summative assessment, tests and quizzes

Parents receive a yearly School Report which includes a geography comment and summative attainment. Parents are welcome to contact the class teacher at other times to arrange mutually convenient times to discuss any matters arising; in addition to the above.

## **7. Inclusion including meeting the needs of SEN pupils and children entitled to PPG funding**

Geography provides effective learning opportunities for all pupils. This includes:

- Setting suitable learning challenges
- Responding to pupils diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils
- All pupils will have access to a broad, balanced curriculum, which includes geography.  
(see special needs policy)

It is the responsibility of all teachers to ensure that all pupils, irrespective of gender, ability, including gifted pupils, ethnicity and social circumstance, have access to the curriculum and make the greatest progress possible.

## **8. Resources**

Each classroom has a globe and an atlas available. A full class set of atlases are available, as are geography themed books in the school library to support the different topics that we teach. To further geographical skills, we have a World Maxi Map available to use in the hall along with an orienteering course plotted around the school grounds. The children are also given the opportunity to go on field trips around the local area and beyond.

## **9. Professional development and training**

The subject leader attends local conferences and subject update courses when available and then reports back to school in staff training. The teachers are able to attend courses to update their subject knowledge and learn new and exciting ways to teach the topics.

## **10. Health and Safety**

If a class attends a trip out of school, a risk assessment is completed and pre-visits are made wherever possible.

## **11. Roles and Responsibilities**

The subject leader's role is:

- Review and contribute to teacher planning
- Prepare policy and develop policy
- Provide consultancy, advice, skills
- Specifying and ordering resources in consultation with staff
- Monitoring teaching and learning in geography

The teacher's role is:

- Plan for and teach exciting and stimulating geography lessons
- Use the progression document to ensure progression in the subject
- Use assessment to influence future planning
- Plan extended writing tasks within the subject, where appropriate

## **12. Monitoring and Evaluation**

The subject lead, curriculum lead and assessment lead will monitor planning, teaching and learning, assessment and coverage of all topics for geography.

This policy for geography will be reviewed. Evaluation will take into account:

- External inspection/advice
- Staff development
- Coverage of programmes of study