Crawshawbooth Primary School

Geography Policy

September 2025

Mrs Holden

School Vision

Crawshawbooth Primary School seeks to provide a happy, positive and child centred learning environment. We will promote and encourage curiosity throughout our curriculum, encouraging challenge, memorable opportunities and experiences that will support dreams and aspirations to grow as confident, respectful and resilient individuals.

Inclusion

In Crawshawbooth all curricular subjects will be taught inclusively to all children to consider their special needs, race, religion, culture, gender, sexual orientation and their family circumstances.

Rationale

Through Geography, we aim to stimulate children's interest of their surroundings; to encourage a sense of responsibility for the care of the Earth and an understanding of people different to themselves and to develop enquiring minds through both indoor and outdoor classroom and field activities.

In Geography we aim to:

- foster in children an interest, understanding and enjoyment of geography.
- enable children to gain knowledge of their locality and the processes which have changed their world.
- encourage children to make comparisons between the environment and communities at a local, national and global level.
- nurture an enquiring mind, the ability to investigate, analyse, evaluate and communicate findings and opinions.
- develop specific geographical skills through the use of maps, atlases and measuring equipment (weather).
- improve factual knowledge of geographical features throughout the world (oceans, continents)
- enhance children's sense of responsibility for the care of the Earth and its people.
- deliver exciting first-hand geographical experiences through outdoor learning.

Implementation

Geography is taught in EYFS through Understanding the World through activities based on first hand experiences that encourage observation, critical thinking, decision making and discussion. For example, looking at photographs and pictures of their immediate surroundings, constructing a map of a journey, listening to stories from around the world and offering opinions and daily discussions of the weather.

From Year 1 to Year 6 Geography topics are taught in a two-year cycle in departments - Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2. Teachers use Oddizzi resources and support materials in their planning.

In Geography at Crawshawbooth each topic has an **enquiry question** and **substantive** and **disciplinary** knowledge that the children will learn.

Substantive knowledge sets out the subject-specific content of the National Curriculum. This can be divided into Declarative knowledge ('know what') and Procedural knowledge ('know how').

Declarative knowledge includes:

1. Locational knowledge
2. Place knowledge
3. Human and physical processes

Procedural knowledge

4. Geographical skills and fieldwork

Disciplinary knowledge considers how substantive knowledge originates, is debated and is revised. It is through disciplinary knowledge that pupils learn the practices of geographers. It gives an insight into the ways that geographers think - how they question, collect, analyse, interpret, evaluate, communicate and debate, and in doing so, how the facts of geography are established and revised.

Strands of the curriculum that come under the umbrella of disciplinary knowledge include:

1. Asking geographical enquiry questions.
2. Collecting, analysing and interpreting data through fieldwork and related activities.
3. Interpreting a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and GIS.
4. Analysing data and communicating geographical information in a variety of ways, including through constructing maps, charts and graphs, and writing at length.
5. Critically evaluating and debate the impact of geographical processes.

Geography is taught every term for half a term through one lesson per week.

Teaching and Learning Styles

A variety of approaches to teaching ranges from the whole class, to group and individual teaching. These may include:

- Story
- Role Play/Drama
- Discussion
- Questions
- Quizzes
- Debates
- Investigations and research
- Fieldwork, first hand experiences, visits, artefacts
- Published materials and teacher produced materials

- Information technology including Interactive Whiteboards
- Visitors to the school
- Television and Videos/DVDs
- Activities involving research from maps and non-fiction books
- Assemblies and themed learning weeks.
- Use of our school's outdoor facilities

Children may be grouped in different ways: - whole class, ability groups, mixed ability groups, individual or friendship groups. We aim to encourage all pupils to reach their full potential through the provision of varied opportunities. We recognise that our curriculum planning must allow pupils to gain a progressively deeper understanding and competency as they move through our school.

E.A.L

Children with English as a second language will have full access to humanities with support from the EAL team if needed.

S.E.N

Children with an identified special educational need have IEPs detailing targets to work towards. Support assistants are deployed to help when necessary. Lessons are adapted for specific SEN needs.

G.T

Any identified children are provided with further challenge of a cross curricular nature. This challenge can be identified on plans and in books.

Assessment

Pupils to answer the enquiry question, using the facts and knowledge they have learnt. This should be a written outcome. For example, a non - chronological report, explanation text, information text, quiz - questions and answers, persuasive writing - letter, presentation. The outcome should clearly show pupils' level of understanding.

The end of termly assessments are reported on Insight. Children's attainment in all subjects is reported to parents in the annual report.

Resources

- Resources are stored in specified areas at each Key Stage, currently organised into different study units. The subject leader is responsible for the management and organisation of the resources.
- Atlases for FS/KS1/LKS2 are available and kept in the cupboards in the ICT corridor. Atlases for upper Key Stage 2 are kept in the upper Key Stage 2 Resource Area. Globes are kept in each department.
- Working walls are our knowledge organisers. This is a working document; recording children's questions, discoveries and current learning.
- Planning should consider the key skills required. The progression of skills document is available on the website.

- Some resources can be found on the internet, such as up to date maps including new country boundaries.
- Teachers use Oddizzi resources and support materials in their planning.

Links between Geography and other subjects

Geography and History contribute to many subjects within the primary curriculum and opportunities will be sought to draw experience out of a wide range of activities, including fieldwork. This will allow children to understand Geography in real contexts. English units are also linked to the Geography topics.

Links between Geography and the locality/wider world

Geography and History are diverse, wide-ranging subjects and both have the potential to stretch beyond any current theme being taught in lessons. Therefore, children should have opportunity to talk and discuss current events (e.g. a historical date, physical geography) happening within their locality, across the United Kingdom or the wider world. Discussions, held informally at the discretion of the class teacher, should seek to prompt children's natural interest and own enquiry. Opportunities to showcase pupil knowledge of key facts should be provided within departments and across the whole school – for example a termly quiz to promote children's geography skills.

English

Geography and History contribute to the teaching of English in our school by placing emphasis on presentation, debating, speaking and listening skills. Geography and History provide an opportunity for children to implement the skills learnt throughout literacy lessons e.g. writing in a particular style or for a particular purpose.

Mathematics

Geography provides an opportunity for pupils to practise key skills learnt in Maths lessons. Children can become more confident and competent when producing and interpreting a range of tables, charts and graphs. They also have the opportunity to develop their problem-solving skills by creating, then investigating an enquiry of their own.

Spiritual, moral and cultural development

The humanities offer to support the social development of children by offering different situations for learning, both in and out of the classroom. Children can discuss ideas in pairs, small groups or classes. They gain a respect and understanding of the abilities of other children when they work in mixed ability groups, allowing them to work co-operatively across a range of activities. Children can also learn about cultures and people that are different from themselves and as such gain a greater understanding and appreciation of the diversity in the world.

Role of the subject leader

The subject leader monitors various aspects Geography and supports teaching in liaison with the Senior Leadership Team. Monitoring will be carried out continuously throughout the term, in line with the monitoring policy and the subject leader's own

timetable. This could take the form of pupil interviews, book looks, learning walks, staff interviews and CPD. Any evidence collected will be evaluated and acted upon in the most appropriate way, in discussion with the Senior Leadership Team.

Links to other Policies

Assessment
Teaching and Learning
Health and Safety
Equalities
Educational Visits Policy
Monitoring and Evaluation

Review

This policy will be updated and reviewed as necessary
This policy was drawn up in May 2010
The governors approved it in September 2010 and adopted by the full governors in November 2010.
The policy was reviewed in September 2011 and adopted by the Governors in November 2011. The policy was reviewed in September 2012, September 2013 and adopted by the Governors in November 2012 and November 2013, November 2014 and November 2015.
This policy was reviewed in October 2016 and approved by Governors in November 2016.
This policy was reviewed in October 2017 and approved by Governors in November 2017.
This policy was reviewed in October 2017 and approved by Governors in November 2018.
This policy was reviewed in September 2021.
This policy was reviewed in September 2022.
This policy was reviewed in September 2023.
This policy was reviewed in September 2024.
This policy was reviewed in September 2025.
This policy was reviewed in September 2026.