

# MARISH

## ACADEMY TRUST



## Geography Policy

<b>Approved by:</b>	Strategic Board	<b>Date:</b> July 2025
<b>Last reviewed on:</b>	July 2023	
<b>Next review due by:</b>	July 2027	

## **Contents**

- 1. Introduction (page 3)**
- 2. Aims (page 3)**
- 3. Delivery of Curriculum (page 4)**
- 4. Organisation (page 5)**
- 5. Inclusion, Equal opportunities and EAL (page 5)**
- 6. Assessing and recording (page 6)**

## **1. Introduction**

Geography is a valued part of the curriculum at Marish Academy Trust as it provides a means of exploring, appreciating and understanding the world in which we live and how it has evolved. Geography stimulates curiosity and imagination and we aim to build upon the child's "personal geography" by developing geographical skills, understanding and knowledge through studying places and themes. Geography provokes and answers questions about the natural and human worlds, using different scales of enquiry to view them from different perspectives. It develops knowledge of places and environments throughout the world, an understanding of maps, and a range of investigative and problem-solving skills both inside and outside the classroom. As such, it prepares pupils for adult life and employment. Geography is a focus within the curriculum for understanding and resolving issues about the environment and sustainable development. As pupils study geography, they encounter different societies and cultures. This helps them realise how nations rely on each other. It can inspire them to think about their own place in the world, their values and their rights and responsibilities to other people and the environment.

## **2. Aims**

Geography aims to enable pupils to:

- make sense of their own surroundings through learning about their own locality, and the interaction between people and environments.
- extend their interest, knowledge and understanding of contrasting localities in Britain, Europe and the World.
- develop knowledge and understanding of the human and physical processes which shape places.
- appreciate similarity and difference in the world about them and to respect other people's beliefs, attitudes and values.
- develop the geographical skills and vocabulary necessary to carry out effective geographical enquiry.
- formulate appropriate questions, develop research skills and evaluate material to inform opinions.
- develop interest and enjoyment of geographical experiences and build confidence and understanding.
- recognise and understand issues concerning the environment and sustainable development.

### **3. Delivery of Curriculum**

Geography, in the National Curriculum, states that all pupils will develop contextual knowledge of locations, will understand the processes of physical and human geographical features and are competent in geographical skills.

The attainment targets, which pupils are expected to know by the end of each key stage, apply and understand the matters, skills and processes specified in the relevant programme of study which is supported by 'The Royal Geographical Society'.

#### **Foundation Stage**

The Understanding of the World strand of the Foundation Stage curriculum provides pupils with relevant experiences and opportunities to observe, find out about and identify features in the place they live and the natural world. Pupils will also find out about their environment, and talk about those features they like and dislike.

#### **Key Stage 1 and 2**

Geography is taught within our Creative Curriculum, encouraging the reinforcement of skills and knowledge by forging links with other subjects. The content of the topic is driven by pupils, but skills to learn are controlled by the class teacher. Additionally, primary key learning skills (cross curriculum skills) can also accompany the lesson at the planning stage.

During 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. They also carry out geographical enquiries inside and outside the classroom. In doing this, they ask geographical questions about people, places and environments.

During Key Stage 2, pupils extend their knowledge and understanding beyond the local area and the United Kingdom to include Europe, Africa, 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.

As pupils progress through the school, they encounter higher level geographical skills indicated in the National Curriculum.

#### **Computing**

Pupils will be provided with opportunities to develop and apply their ICT capability to support their learning in geography. They will use the internet selectively to find information which supports specific projects and construct databases/spreadsheets to handle and present information.

## **Fieldwork**

It is always advisable to base learning on first-hand experience and teachers are encouraged to focus attention on the opportunities available in the local area. This will necessitate the exploration of the world beyond the classroom. All year groups have been assigned scheduled fieldwork opportunities.

## **Spiritual, moral, social and cultural development**

**Spiritual development:** Through helping pupils to recognise the beauty and diversity of the world. A geographical awareness helps children to understand their place in the world. Geography provides opportunities for children to learn about sites of wonder, or physical features that they might wish to visit in the future, for example the Grand Canyon.

**Moral development:** Through helping pupils to reflect on how the environment is affected by decisions made by people, so that the children can make informed choices in the future. Through discussion, the children learn to appreciate the moral dilemmas posed by introducing changes to the environment (for example, building a motorway) and the effects this can have on the surrounding area.

**Social development:** Through helping pupils to understand the need to consider the views of others when discussing localities, settlements and the environment. Work on a locality in a less economically developed country provides an opportunity to discuss social issues. Fieldwork encourages collaborative projects, making the most of different strengths and interests within a team.

**Cultural development:** By exploring different settlements, the children can gain knowledge of different cultures, learning tolerance and understanding of their diversity.

## **4. Organisation**

Geography is taught, in all year groups, for three half terms every year and is also incorporated into daily activities and discussions.

## **5. Inclusion, Equal Opportunities and EAL**

Particular pupils have learning and assessment requirements which must be addressed in order to overcome barriers to learning. For example, as a result of disability or linked to the pupils' progress in learning English as an additional language, teachers take into account these requirements by:

Making provision, where necessary, to support individuals or groups of pupils, to enable them to participate effectively in the curriculum and assessment in both classroom and fieldwork activities. Where, because of visual, multi-sensory impairment or mobility difficulties, pupils are unable to gain incidental learning of the wider world, teachers will help pupils to observe and gain understanding about geographical features and the environment.

## **Inclusive education**

The use of an enquiry based approach means that pupils are able to work at their own level. The varied products of geographical work mean that pupils with abilities in different areas will be able to achieve in this subject.

Well-managed group work and/or allowing children to collaborate means that pupils with reading or writing difficulties can be helped by other pupils. Teachers should be prepared to adapt activities or give extra help where needed. Well-prepared stimulating activities should increase motivation and reduce problems of a behavioural or emotional nature.

In many cases, the action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials. Where pupils need access to specialist equipment or adapted activities, teachers will refer to and implement the pupils' statement of special educational needs and work closely with representatives of other agencies who may be supporting the pupil.

## **6. Assessing and recording**

At Marish Academy Trust, assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible, and marking work will be guided by the school's marking policy.

POP (proof of progress) tasks are also carried out at the end of each unit to determine what the children have learnt throughout the half term. Ultimately, as well as taking the results of these into account, teachers analyse pupils' progress at the end of each school year to complete the annual report to parents.

### **Resources**

These are gathered as the budget allows. Resources for each year group are stored in individual classrooms and shared as needed. Class teachers need to notify the budget holder (Geography subject lead), in advance, of resources that are needed.

**Last reviewed by:** Sam Clifford (July 2025)

**Next review date:** July 2027