

# **John Blandy Primary School**



## **Geography Policy September 2025 Belong. Believe. Brilliant**

## **Intent**

Geography is an important part of our curriculum, providing a purposeful means for exploring, appreciating and understanding the world in which we live and how it has evolved. Geography explores the relationship between the Earth and its people through the study of place, space and environment. Here at John Blandy Primary School, we encourage our children to develop a greater understanding and knowledge of the world, as well as their place in it. Geography helps to provoke and provide answers to questions for our children about the natural and human aspects of the world. Throughout their time at John Blandy, we believe geography will promote the cultural, social, spiritual and moral life within our children as they acquire knowledge of a range of different cultures and traditions, and learn tolerance and understanding of other people and environments. Developing geographical skills is essential as children live in a world that is wide open to them.

## **Aims and objectives**

### **The objectives of teaching geography in our school are to enable children to:**

- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.
- help children understand how the human and physical features of a place shape its location and can change over time.
- develop a genuine interest in the subject and a real sense of curiosity about the world and the people around them.
- develop excellent fieldwork skills as well as other geographical aptitudes and techniques
- develop the ability to express well-balanced opinions, rooted in very good knowledge and understanding about current issues in society and the environment

## **Teaching and learning style**

At John Blandy Primary School, we use the 2014 National Curriculum for geography as the basis for its curriculum planning. Geography is taught by class teachers either in weekly blocks during each term or one lesson per week throughout the term. The Subject Lead creates a progression of knowledge and skills which is planned into sequences of work, so the children are increasingly challenged as they move through the school. This provides the teachers with the knowledge and skills in geography for their year group that they need to cover during the year. When teaching geography, the teachers should follow the children's interests to ensure their learning is engaging, broad and balanced. Within Geography, the adaptive teaching approach has been adopted to ensure all children are supported and challenged with their learning.

## **Early Years Foundation Stage**

We teach geography in reception classes as an essential part of the topic work covered during the year. As the reception class is part of the Early Years Foundation Stage of the National Curriculum, we relate the geography aspects of the children's work to the objectives set out in the Early Learning Goals

(ELGs) which underpin the curriculum planning for children aged three to five. Many of our objectives are cross-curricular and we learn about ourselves and people who are familiar to us, routines and customs, communities and traditions, similarities, patterns and changes linked to the environment.

### **Assessment for learning**

Children demonstrate their ability in geography in a variety of different ways. Teachers will assess children's work by making informal judgements as they observe them during lessons. On completion of a piece of work, the teacher assesses the work and give either oral feedback or as written feedback through the teacher's planning of the next lesson, to inform future progress. Older pupils are encouraged to make judgements about how they can improve their own work. They will create a prior learning page, (What do I already know? What would I like to find out?) At the start of each topic. At the end of a unit of geography work, the teacher makes a summary judgement about the work of each pupil in relation to the National Curriculum and the progression of skills and records these assessments for internal monitoring.

Teachers demonstrate skills and techniques through progression. Children have ownership of their learning and regularly take part in whole class feedback, allowing conversation targeted at a particular skill. In turn, this allows children to confidently move onto the next skill to enable that continuous progression of learning.