TANKERSLEY C of E (A) PRIMARY SCHOOL

GEOGRAPHY POLICY

"Guide me in your truth and teach me, for you are God my Saviour and my hope is in you all day long"

We aim high and have self-belief
We have community spirit
We are enterprising
We have enquiring minds
We are respectful

Updated September 2026

Next review September 2028

At Tankersley our vision is to promote: 'A love of learning developed in a Christian environment' including our aims of - aiming high & self-belief, community spirit, enterprise, enquiry and respect for others. These aims underpin development of the Geography curriculum.

Intent

Geography develops pupils' understanding of the world in which they live through the study of place, space and environment. Whilst geography provides a basis for pupils to understand their role within the world, by exploring locality and how people fit into a global structure, the subject also encourages children to learn through experience, particularly through practical and fieldwork activities. Through the teaching of geography, Tankersley St Peter's Primary School aims to:

- Increase pupils' awareness, knowledge and understanding of other cultures.
- Develop pupils' graphic skills, including how to use, draw and interpret maps. Age appropriate maps are displayed in each classroom, teachers refer to these in lessons to support locational knowledge and mapping skills.
- To support locational knowledge and build upon pupils' prior knowledge of locations, each class displays a UK map and a World Map showing locations taught in previous year groups. These are referred to when beginning each new topic.
- Make pupils aware of environmental problems at a local, regional and global level.
- Encourage pupils to commit to sustainable development.
- Develop a variety of skills, including those in relation to problem-solving and presenting conclusions in the most appropriate way

Implementation

Geography is taught through a variety of thematic topics, which provide KS1 and KS2 pupils with the opportunity to develop the knowledge and skills outlined in the 2014 National Curriculums Programme of Study. In addition to providing variety, our curriculum is progressive in that it allows pupils to build on previous key concepts and skills. Our progression document outlines how geographical skills and concepts are taught progressively.

In all the thematic topics, skills and understanding stated in the Programmes of Study are developed. Progression is through

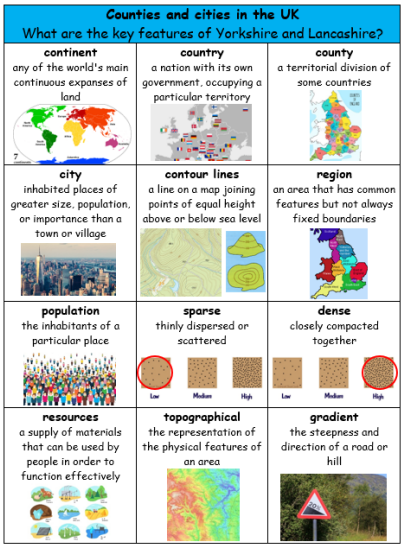
1. The level of difficulty with which the material in the study unit is presented.
2. The level at which knowledge, skills and understanding are developed.

Differentiation within classes may be by the task set, but more often by the level of support and teacher expectation of outcome. Staff will use an enquiry approach to challenge more-able children

We teach geography in our EYFS classes as an integral part of the topic work covered during the year. Children work towards the Early Learning Goal 'People, Culture and Communities' which falls under the Understanding the World area of learning. Children in The EYFS will explore their immediate environment, other cultures and religions and other countries through discussion, fiction and non-fiction texts and maps, where appropriate.

Vocabulary

We have 'Subject Glossaries' that contain our subject specific Tier 3 vocabulary. Pupils have these glossaries in their Geography books when they are learning. This supports them with their understanding, application and spelling of new vocabulary.



Cross Curricular links

Wherever possible, the geography curriculum will provide opportunities to establish links with other curriculum areas.

English

- Pupils are encouraged to use their speaking and listening skills to describe what is happening.
- Pupils' writing skills are developed through recording findings and creating reports.
- Pupils' vocabulary is developed through the use and understanding of key, subject specific vocabulary.

Maths

- Pupils use their knowledge and understanding of measurement and data handling.
- Where appropriate, pupils record findings using charts, tables and graphs.
- Pupils use data analysis in order to identify patterns.

Science

- Pupils use their knowledge of the natural world to identify and analyse features of physical geography.
- Pupils' investigative and practical skills are developed through the use of problem-solving activities.

Computing

- ICT will be used to enhance pupils' learning, for example through the use of digimaps and beebots.
- Pupils will use ICT to locate and research information.
- ICT will be used to record findings, using text, data and tables.

PHSE – Global links

- Pupils' development will be focussed on the vastness of the world, encouraging an appreciation and fascination.
- Pupils are encouraged to think about the effect of humans actions on the environment.
- Current geographical developments and issues will be discussed in the classroom, where appropriate.

Equal opportunities and inclusion

We ensure equal access for all children to the curriculum. Staff will plan activities so that all pupils are able to develop their knowledge, skills and understanding in the subject. This may include adapting teaching, objective outcomes and content in the lessons to suit different learning styles and abilities. Our curriculum will meet the current learners in the cohort and adaptations are made where necessary. Accessibility to the curriculum is always prioritised - visual aids, scaffolding, specialist equipment and other learning prompts are planned in where needed.

We recognise that children have a wide range of abilities and ensure that we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways:

- setting tasks which are open-ended and can have a variety of responses
- setting tasks of increasing difficulty (we do not expect all children to complete all tasks)
- sometimes grouping children by ability and setting different tasks for each ability group
- providing resources of different complexity, matched to the ability of the child
- using resources and aids to support the work of individual children or groups of children

Impact and Assessment, Recording and Reporting

At Tankersley feedback and assessment for learning (AFL) is integrated into all parts of the teaching and learning process.

At Tankersley, our pupils reflect on their learning across the geography curriculum and showcase the progress they have made.

Geography is an investigative subject, which develops an understanding of concepts, knowledge and skills. Floor books are used in EYFS & Y1 lessons to ensure practical hands-on learning. In EYFS the floor book is a way of documenting the consultation process that takes place between adults and children as the learning develops.
In Y1, we use floor books as documents which record children's ideas and thoughts about their learning. The floor book is a way of evidencing the retention of children's knowledge and understanding.

In Y2, the floor book is used as a focus tool for whole class reflection. The children talk together about their learning, then do an individual reflective task. Children capture some details of what the learning was and what key knowledge they have remembered.
Children are invited to come and look at some images from their previous learning. The teacher may prompt the conversation by asking, "Tell me about your learning," Where necessary the teacher may scribe for less able pupils and record their verbal responses.

In Y3, 4, 5 and 6 we use our end of sequence 'Sparkle and Shine' sheets to demonstrate our depth of knowledge and understanding. Pupils are encouraged to 'sparkle and shine' with their knowledge about the topics they have studied along with reflection using the key vocabulary learned from their glossaries. This supports retention of important knowledge and also helps teachers to assess the impact and to close gaps in knowledge where appropriate.

Developing and Monitoring and Subject in the Spotlight

As part of the school's drive to ensure all subjects are given equal status and to provide a broad and balanced curriculum the school has a 2-year subject overview as part of the **Subject in the spotlight**. This involves each subject lead developing a 2-year action plan for their subject area and monitoring the subject across school through work scrutiny, developing policy, keeping a portfolio of subject progression and celebration in the subject as well as dedicated time for whole school display.

Geography is developed and monitored through: staff development and training, book and work scrutiny, lesson observations, learning walks and paired enquiry. These are carried out by the Senior Leadership Team and subject lead.