



St James CE Primary School, Haslingden

GEOGRAPHY POLICY	
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Growing in God's Love, Learning as we go.

ENDURANCE FORGIVENESS PEACE
FRIENDSHIP TRUST KOINONIA
THANKFULNESS

Mission statement

To provide a high quality of education for all our children within a Christian environment.

School motto

Growing in God's love, learning as we go.

School values

Endurance, Forgiveness, Friendship, Koinonia, Peace, Thankfulness, Trust

Policy Introduction

This policy outlines the teaching, organisation and management of the Geography curriculum taught and learnt at St. James C.E. School. The school's policy for Geography is based on 'The National Curriculum'. The National Curriculum is aligned to the Key Stage 1 and 2 programmes of study.

Geography is the study of real places and how the people living there are influenced by and affect the environment of those places. Geography explores the relationship between earth and its people.

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 environments, together with a deep understanding of the Earth's key physical and human processes.

Our Geography Curriculum helps to inspire children to become global citizens, by exploring their own place in the world (through human and physical geography), their values and responsibilities to other people, to the environment and to the sustainability of the planet. Teaching geography encourages children to develop enquiry skills through questioning: Where is this place? What is it like? (And why?) How and why is it changing? How does this place compare with other places? How and why are places connected?

As pupils progress, their growing knowledge about the world helps them to deepen their understanding of the interaction between physical and human processes, and of the formation of landscapes and 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.

Intent

At St James' Haslingden, we believe that high quality geography teaching offers our children the foundations for a greater understanding and knowledge of the world, as well as their place in it. Our geography curriculum at James' Haslingden provides children with skills and knowledge for developing a natural curiosity and fascination about the world around them. The aims of our geography curriculum at St James' Haslingden are to develop pupils' contextual knowledge of the location of globally significant places and to be able to identify their key physical and human features and characteristics. At St James' Haslingden, we are also passionate about allowing our pupils to develop an interest and understanding of their local area. By the end of a child's journey at St James' Haslingden, they should have an understanding of geographical vocabulary, as well as key facts and skills that enable them to ask questions about the world around them. Ultimately, our aim is to ensure pupils leave St James' Haslingden knowing more, remembering more and understanding more about the world around them

Implementation

At St James' Haslingden, we have developed our geography curriculum by. We have created our own geography curriculum overview and skills and knowledge progression document, which outlines the key skills for each unit in geography and categorises the skills into four key areas: locational knowledge, place knowledge, human and physical geography and geographical skills and fieldwork. Each topic starts with a focus question and we believe that by starting sessions with key questions, this enables the children to be engaged in their understanding of what they are being taught. Throughout each geography unit, a variety of key skills from the skills and knowledge progression document will be taught.

Hard copies of the Geography Policy can be retrieved from the Geography Co-ordinator.

Aims and objectives

At St. James, our aim is that all children:

- Develop their knowledge of the location of globally significant places including their defining physical and human characteristics
- Understand the processes that give rise to key physical and human geographical features of the world and how these are interdependent
- Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and digital mapping
- Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills, and writing
- Are competent in the geographical skills needed to:
 - observe and describe their world through experiences of fieldwork
 - collect, analyse and communicate a range of data

Teaching and Learning

At St. James we use a variety of teaching and learning styles in our approach to the geography curriculum. Each geography lesson will include elements of demonstration, modelling, direct and indirect teaching, to achieve a simple learning objective through clear success criteria, shared at the start of the lesson. There is a clear sequence of learning in each Geography topic, which has been planned out by the Geography Co-ordinator, which details of these can be accessed either electronically or by asking the Geography Co-ordinator.

In **Key Stage One** children develop knowledge about the world, the United Kingdom and their locality. They learn 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.

In **Key Stage Two** children extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This includes the location and characteristics of a range of the world's most significant human and physical features.

Children in Years One to Six each have a topic book (both Geography and History) where their work is recorded. This may be a drawing, written work or diagrams, reflecting the age and ability of the pupil. Each class also has a Topic floor book where the wider curriculum experiences are recorded. The use of knowledge organisers for clear recognition in the change of topics are used, where key vocabulary is shown, which is then demonstrated and used throughout geography lessons.

In the Foundation Stage children have a Learning Journal and a topic floor book where their work is recorded through observations, photographs, drawings and written work. Where relevant, day trips are organised to enrich the children's experience of the area of Geography that they are covering.

SEN children will be able to access the curriculum according to their individual needs aided by their teacher, teaching assistant or 1-1 support if needed.

Emphasis is placed on the development of enquiry skills and empathy, as well as on factual knowledge. A **creative** approach to the Geography curriculum by both teachers and children is strongly encouraged. Links are recommended between Geography, History, Literacy, Citizenship, Science, Technology and other curriculum areas wherever possible. This makes it more likely that a rich humanities curriculum can be delivered, as well as providing a more creative, enjoyable approach to teaching and learning.

Planning and Organisation

The Geography curriculum has been developed over recent years, which has been carefully designed to ensure that the sequence of learning is gradual, whilst also enabling children to develop their understanding, learning and skills.

In the National Curriculum for Geography the teaching of Geography encompasses the acquisition of four key areas of learning:

- Place knowledge
- Locational knowledge
- Human and physical geography
- Geographical skills and field work

It states that understanding of Geography is essential to our understanding of the world and the skills and knowledge of Geography have a wide application in everyday life.

At St. James we use geographical fieldwork and investigations, which provide important opportunities for working in teams and developing individual responsibility. Due to its focus on places and environments in different parts of the world, and on issues which arise about how these are changing, Geography provides a unique vehicle for environmental education; citizenship and learning about other cultures and provides for cross curricular links.

Fieldwork in the environment is a core component of the Geography curriculum. Where possible, we will endeavour to use our immediate environment to ensure children are familiar with their locality.

Equal Opportunities

As an Equality Mark approved school, we ensure that all children are able to access the geography curriculum and will differentiate according to needs.

Health and safety

Fieldwork and site visits are an important part of Geographical work and school health and safety guidelines will be adhered to at all times. All activities both within school and on educational visits follow the schools policy for Health and Safety.

Any trips in the local area are covered by the Local Area Risk Assessment which is reviewed on a two-year cycle. Parents are always asked for permission before taking the children into the local area.

Assessment

During the planning stage clear learning objectives are set and opportunities for assessment are identified. There is clear sequencing throughout the Geography lessons to allow the children to build up their knowledge and then be able to retain it.

It is the responsibility of the class teacher to assess pupil's work, diagnosing areas of difficulty and informing future planning and differentiation. Assessment may be done through observation, oral questioning, pupil and peer assessment or analysis of written work.

Assessment of geography is carried out termly.

Record Keeping

Records of pupil's achievement are kept by the teacher concerned or by the pupils themselves. The Geography Co-ordinator may also take examples of work throughout the year groups at different times of the year for evidence.

They will: -

- Plan pupil's further learning.
- Be used for display.
- Maintain a record of pupils learning.
- Point to areas of strength and where support is needed.
- Be passed on to inform planning in subsequent year groups.

Monitoring of Geography

The Geography subject leader is responsible for monitoring and evaluating the teaching and learning of Geography throughout the school. The Geography subject leader is available to provide support where necessary and is responsible with the Headteacher for any changes to the curriculum.

Monitoring of Geography will consist of book looks, observation of the classroom environment, pupil interviews and a collection of evidence to show progression.

Resources

Resources to teach and enhance each area of the Geography curriculum are kept in the cupboard located in the Key Stage Two resource area. Resources in this cupboard include information books, atlases, maps, varying images, globes and many more relevant equipment. These have been categorised for each topic that every class does, so all the resources are kept together for ease.

The County Museum Service provides topic boxes which can be ordered by the class-teacher, each term or half term.

Reference books are available from the school library and in addition to this the Geography Subject Leader will organise book loans from the Lancashire Library service.

The school has access to the internet and appropriate web-sites so that research can support each topic. Details of Geography topics and topic coverage will be displayed on the school website to enable parents to know what is being taught and to support topic work in school each half term.

The school also have an active Digimaps subscription, which allows maps from all over the world to be explored in detail. They can also be selected for different towns, cities, boundaries, transport, land and water features, etc.

Roles and Responsibilities

The Head Teacher and Governing Body

- The Headteacher and Governing Body are ultimately responsible for ensuring the provision and quality of Geography.

The Subject Leader

- Reviewing and updating resources.
- Helping with the professional development of members of staff.
- Offering information and advice on trips.
- Having an overview of Geography teaching across the whole school.
- Monitoring planning, books and pupil conferencing

Class Teachers

It is the responsibility of the class teacher to assess pupil's work, diagnosing areas of difficulty and informing future planning and differentiation.

Assessment may be done through observation, oral questioning, pupil and peer assessment or analysis of written work.

Teaching Assistants

Teaching assistants will work closely under the supervision of the class teacher to ensure effective delivery of the Geography curriculum.

Parents / Carers

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- Holding parents' evenings twice a year (autumn and spring terms) to discuss children's progress
- Distributing mid-year (March) and annual report (July) to parents in which we explain the progress made by each child and indicate how the child can develop their learning