



## **Geography Policy 2025-27**

### **Intent**

At Stepping Stones we believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it.

The geography curriculum at Stepping Stones enables children to develop knowledge and skills that are transferable to other curriculum areas and which can and are used to promote their spiritual, moral, social and cultural development. Geography is, by nature, an investigative subject, which develops and understanding of concepts, knowledge and skills. We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

The curriculum is designed to develop knowledge and skills that are progressive, as well as transferable, throughout their time at Stepping Stones and also to their further education and beyond.

### **Implementation**

Geography at Stepping Stones is taught as part of our topic-based curriculum. The objectives and themes within the National Curriculum are all covered within the different themes covered in each class documented in our half termly planning overview and our knowledge organisers. The subject may be taught in block units throughout the year (once per term) rather than following a weekly lesson format. Teachers have identified the key knowledge and skills required for each year group and consideration has been given to ensure progression across topics throughout each year group across the school. Our curriculum is planned to cover a breadth of local, national and global topics.

At the beginning of each topic, children are able to convey what they know already as well as what they would like to find out. This informs the learning opportunities planned by each teacher and also ensures that lessons are relevant and take account of children's different starting points. Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion.

Cross curricular outcomes in Geography are specifically planned for, with strong links between Geography and English lessons identified, planned for and utilised. The local area is fully utilised to achieve the desired outcomes, with opportunities for learning outside the classroom embedded in practice, for example through our links with The Bay Partnership.

### **Impact**

Outcomes in topic and literacy books evidence a broad and balanced Geography curriculum and demonstrate children's acquisition of identified key knowledge. Children work with adults to review their successes in achieving the lesson objectives at the end of every session. Children also record what they have learned comparative to their starting points at the end of every topic. As children progress through the year, they develop a strong knowledge, understanding and appreciation of their local area and its place within the wider geographical context.

## Teaching and Learning Styles

At Stepping Stones we recognise that our children enter our school with widely different experiences and abilities within Geography. We therefore adapt our Geography teaching and deliverance to ensure all abilities and learning styles are effectively supported and challenged.

Learning activities may consist of:

- Groups, usually of mixed ability or differentiated tasks
- Teacher produced worksheets
- Relevant discussion at class, group or paired level
- A chance for groups to communicate findings in a variety of ways, especially through the use of Computing
- The use of role play in studying contentious issues
- The use of audio-visual aids in presenting material to the children
- The use of fieldwork where possible so that children gain first-hand experience of local and contrasting environments
- The integrated use of ICT within Geography lessons
- The use of internal visitors and external visits, for example through our partnerships with Lancaster University and the University of Cumbria

## Early Years Foundation Stage

Geography opportunities in the Foundation Stage are provided through a mixture of continuous provision, enhancements and focused provision.

## SEN/Inclusion and the Geography Curriculum

In order to provide work that is appropriate to the learning experiences of the individual children it is necessary for the teacher to be aware of the statements/individual educational programmes that apply to children in the class that they are teaching. Teachers take account of the three principles of inclusion that are set out in the National Curriculum. These principles are related to how teachers plan and teach the curriculum through:

- setting suitable learning challenges
- responding to the diverse learning needs of pupils
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

These principles are considered when developing the chosen units for use in the classroom.

## Fieldwork

Fieldwork is a vital ingredient of the Geography curriculum. Where possible, children are provided with opportunities to study topics within the outside environment. Planning for educational visits follows the current guidelines produced for schools by Lancashire County Council.

## Assessment and Recording

We record and assess Geography skills by making informal judgements as we observe and work with children in lessons, by marking work and commenting as necessary. At the end of each unit of work, teachers make a summary judgement about the work of each child, considering the end of unit goals and objectives, highlighting those met. We use these judgements as the basis for assessing the progress of pupils across school. This information can then be fed to their permanent school at the end of their placement.

## Roles of the subject leader

The role of the geography subject leader is to:

- Take the lead in policy development and the production of schemes of work designed to ensure progression and continuity in Geography throughout the school

- Support colleagues in this development of planning, their implementation of the scheme of work and in assessment and record keeping activities
- Monitor progress in Geography and advise the head teacher on action needed
- Conduct work sampling regularly focussing on different aspects of teaching and learning
- Take responsibility for the purchase and organisation of central resources for Geography
- Keep up to date with developments in Geography education and disseminate information to colleagues as appropriate
- Provide an annual action plan to maintain an effective and developing Geography curriculum.
- Raise and maintain the profile of Geography across school.

### Monitoring and Review

The Geography Subject Leader will carry out monitoring in the following ways:

- Learning Walks
- Pupil and Staff questionnaires (inc. informal discussions)
- Pupil work and planning audits
- Audit of resources

Review of Policy: **June 2027**