



Lympstone C of E Primary School Geography Policy 2025

‘Let all that you do be done in love’

1 Corinthians 16:14

Vision Statement

“Let all that you do be done in love.” (1 Corinthians 16:14)

‘At the heart of our school is a sense of community where we celebrate individuals and share our values to enhance the local and global family. Our values underpin everything we do. These are:

Love, Peace, Compassion, Friendship, Forgiveness, Perseverance, Thankfulness and Trust

We support children to understand our values in action throughout school and to place a high level of importance on their own SEMH needs and the needs of others.’

Intent -aims

The broad aims of Geography are set out within the National Curriculum 2014. The purpose of Geography in our school is to promote 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.

The aims of Geography are to enable pupils to:

- Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- To be competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- To be able to interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- To communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

Implementation-Curriculum

The curriculum for Geography is implemented through the Grammarsaurus scheme of learning. The children undertake a broad and balanced programme that takes account of abilities, aptitudes and

physical, emotional and intellectual development. Through Geography the children learn a range of skills, concepts, attitudes and methods of working.

In accordance with the structure of the National Curriculum we have agreed that:

In the Early Years, Geography is taught in reception as an integral part of the topic work covered during the year. We relate the geographical aspects of the children's work to the objectives set out in the Early Years curriculum which underpin the planning for children aged four to five. This learning is recorded in a 'Big Book' to show the children's progress in their understanding, skills and knowledge.

Key stage 1 (through Grammarsaurus)

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.

Pupils should be taught to do the following:

- Locational knowledge
- Place knowledge
- Geographical skills and fieldwork

Key stage 2- (through Grammarsaurus)

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, 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 knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to do the following:

- Locational knowledge
- Place knowledge
- Human and physical geography
- Geographical skills and fieldwork

The use of the National Curriculum and Grammarsaurus particularly supports the development of the Geographical perspective.

Each classroom should have a topic display that can be used to enhance Geography teaching and that can be referred to during whole class teaching. These displays should reflect relevant teaching topics and should link with the Learning Journal.

Impact

Assessment is used to inform planning and to facilitate adaptation. 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. The use of topic knowledge organisers are fundamental in childrens' understanding key knowledge, facts and vocabulary. These documents should be referred back throughout the taught topic and throughout the academic year to recap previous learning.

Pupils are assessed using age-related expectations. This is done through end of topic quizzes and assessments to encourage children 'to know more, remember more'. Progress is tracked termly through book scrutiny, teacher assessment, pupil conferencing and lesson observations. Pupils will record work in their Learning Journals in the main; these should show a range of breadth and depth as well as progress over time. In addition, pupils are encouraged to use self-assessment to evaluate their own knowledge and understanding. A comment about their progress is made in the annual report to parents. Coverage, Progression and attainment is monitored through talking to children book scrutiny and assessment data collated termly. This is undertaken collaboratively by the class teacher, subject leader, Head and Governors at various scheduled times.

The coordinator and Headteacher monitor Geography provision and standards through observation, looking at work, talking to children and reviewing the curriculum with staff.

The coordinator is responsible for ensuring that good quality Geography teaching and learning is taking place throughout the school. In addition, the governing body, monitor the role of Geography through a mixture of book scrutiny, lesson observations, pupil conferencing and teacher assessment.

Entitlement and Inclusion - EAL, PP, SC, SEND, More Able

All children are entitled to access a broad and balanced curriculum at an appropriate level. Teachers should include a range of teaching styles and groupings to allow all children to make progress. Every child should be given opportunity to develop their skills independently and in groups, enhancing their own confidence and self-esteem.

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