



Geography Curriculum Policy

Date Reviewed:	08.09.2025
Next Review Date:	01.09.2026
Policy Owner:	Amy Wright
Ratified @ FGB/Committee Name & Date:	School Policy

Mission Statement

We are committed to providing a supportive, enjoyable and family style environment in which every child is nurtured and encouraged to achieve their potential through a broad-based curriculum and opportunities for developing sporting, dramatic, artistic and musical talents.

Statement of Aims & Objectives

- To enable each child to fulfil their own academic and personal potential.
- To instil in every child the importance of developing personal initiative and to foster in them a belief that they can fulfil their potential in any area of school life.
- To provide a broad based academic and extra-curricular education that is delivered in such a way as to satisfy the learning needs of each and every pupil.
- To help each pupil to develop both a set of Christian values and an understanding and appreciation of other religious beliefs.
- To learn the difference between right and wrong and to appreciate that rights and responsibilities are equally balanced.
- To develop and promote a sense of caring and community between the pupils within the school and the wider community as a whole.
- To instil in each pupil a high degree of self-respect and respect for their fellow pupils, teachers and other adults.
- To prepare each child for the transition to the next stage of their education and to be able to take advantage of any opportunities as they present themselves.



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Safeguarding

Oakhyrst Grange School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. At this school we respect and value all children and are committed to providing a caring, friendly and safe environment for our pupils so that they can learn in a relaxed and secure atmosphere. We believe that every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Oakhyrst Grange School. We recognise our responsibility to safeguard all who access school and promote the welfare of all of our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying. This should be read in conjunction with the Safeguarding Policy.

All staff will be asked to complete training annually following KCSIE updates. Further safeguard training will take place throughout the year. All staff must wear their lanyards at all times.

The Safeguarding governor is: Pauline Clark Pauline.clark@oakhyrstgrangeschool.co.uk

DSL: Roxann Dowling (Head of EYFS) 07746135233

DDSL: Gemma Mitchell (Headteacher) 07786 393228

DDSL: Faye Dance (Deputy Headteacher) 07415 359114

dsl@oakhyrstgrangeschool.co.uk



Rationale:

Our intention is to stimulate in the children an enduring curiosity about the natural world. Through a programme of geographical enquiry and the acquisition of skills, they will develop a knowledge and understanding of people, cultures, places and environments. It is also planned that they will develop an appreciation of the interaction between people and the environment by investigating environmental change and sustainable development.

Objectives:

- To teach children to undertake geographical enquiry of people, places, environments and global problems and to collect, record and evaluate evidence.
- To develop knowledge and understanding of people, places and environments and uses of the world's resources.
- To develop the skills specific to Geography: to use maps, atlases and plans in a variety of scales, fieldwork skills and geographical vocabulary.
- To develop a knowledge and understanding of patterns and processes in the human and physical world.
- To provide a breadth of study to include their own locality and other localities in the UK and overseas.
- To develop an awareness of different societies and cultures and of global interdependence.
- To enrich and support other areas of the curriculum.

Health and Safety

All teaching of Geography and any school trips organised as part of the Geography curriculum have regards to the school's Health and Safety Policy.

Teaching and learning

All class teachers are responsible for the teaching of Geography to their own classes. Class teachers are responsible for organising the teaching and learning of Geography, ensuring that these reflect the overall aims and philosophy of the school. Our principal aim is to develop children's knowledge, skills and understanding in Geography. Depending on the year group, classes will have one or two 40 minute lessons in Geography each week. A large proportion of the Geography lesson is spent in direct teaching to groups or whole classes with the rest of the time spent on individual practice. During these lessons we encourage children to ask as well as answer Geographical questions. They have the opportunity to use a range of resources to support their work. Children use Information Communication and Technology (ICT) in some Geography lessons. In years 3-6 the children may be required to use for homework.. Smart boards are used in Year 1, Year 4, Year 5 and Year 6. Other years have access to a SMART



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Board when required. Wherever possible, we encourage the children to use and apply their learning in everyday situations.

Where appropriate class work is differentiated by providing suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

Structure of the lesson

Geography is often taught in a topic based manner whereby a topic is introduced and discussed in the class before individual or group work on the topic begins.

Emphasis is placed on the presentation of work. Children are expected to work in pencil in their books and work should be dated and headed. Coloured pencils are used for colouring, felt tip pens are only used for poster displays.

Geography curriculum planning

We carry out the curriculum planning in Geography in three phases (long-term/ medium-term and short-term).

The geography curriculum at Oakhyrst Grange school incorporates elements of the independent curriculum and the national curriculum.

These provide us with detailed teaching and learning requirements and objectives, which are incorporated into our planning. These documents feed into our yearly teaching programme (scheme of work and syllabus) and assist us to identify key objectives in Geography that we teach in each year.

Our medium-term Geography plans give details of the main teaching objectives for each term and define what we teach. They ensure an appropriate balance and distribution of work across each term. These plans are updated and reviewed by the class teachers and subject co-ordinator.

The class teachers, in their planners, make short-term weekly plans.

Contribution of Geography to teaching in other curriculum areas:

English

Geography contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. For example, we encourage children to read and write about geographical topics . The children explain and present their work to others within lessons or even assemblies.

Computing (ICT)

Children use and apply Geography in a variety of ways in ICT from researching projects to the use of Digimap (A geographical information system, GIS)

Art

The children explore a range of geographical topics in their art lessons, in Key stage one in particular the children create a number of pieces including flags of the British Isles for their UK based topic.



Music

Geography feeds into the children's music sessions where they can explore instruments from around the world, listen to music from a variety of countries and listen to musical pieces from worldwide composers.

Teaching Geography to SEN children

We teach Geography to all children, whatever their ability. It is part of the school curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities that are matched to the needs of children with SEN Work in Geography takes into account the targets set for individual children in their Educational health care plans (EHCP's)

Development of Gifted and Talented Geographers

All children are included in opportunities to develop and enhance their Geographical understanding and learning. Teachers, as appropriate, set pupils extension tasks. During test period the children's scores are recorded and those achieving above 90% are recorded as potential geographical gifted and talented.

Assessment and Recording

Teachers keep their own individual records on children allowing them to know where a child is in their learning in terms of knowledge, skills and understanding and to facilitate progression and continuity and inform their planning. This informal assessment may take a variety of forms such as; observation, discussion, questioning or via written work, termly tests, investigations and moving forward through the use of cahoot online quizzes.

Formal assessment in Geography takes place in the form of topic assessments that are carried out straight after finishing each topic.

This data is then stored on a school wide data sheet.

Any specific concerns are notified to the school SENCO and specific diagnostic assessment made if appropriate.

Homework

Homework is used to support Geography through tasks such as research into geographical features or longer term projects. One piece of topic work (which rotates between foundation subjects) is set by class teachers each half term.

Resources

There is a range of resources to support the teaching of Geography across the school. All classes used for Geography teaching have access to a range of appropriate practical resources to enhance teaching and learning and also teachers have access to additional centrally located resources when needed. The school makes good use of technology to enhance and to enrich learning opportunities including digimaps, the geographical association, and learning through landscapes. From Year 3 the children also use CGP study and learn workbooks.



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Monitoring and review

The work of the Geography co-ordinator involves supporting colleagues in the teaching of Geography and being informed about current developments in the subject. The Geography co-ordinator evaluates strengths and weaknesses in the subject and indicates areas for further development.

Each half term the Geography co-ordinator will observe a Geography lesson delivered to a different year group.

A sample of Geography books are reviewed each half term, to check that work is in line with the policy and our expectations. Good practice is also shared between colleagues at allocated staff meetings.

This Policy is subject to regular review.