GEOGRAPHY POLICY 2026-2027

Geography Subject Leader: Miss H Gough

‘Geography is a subject which holds the key to our future’ - Michael Palin.

Curriculum Intent Statement

At Owston Park Primary Academy, we provide a bespoke, knowledge-rich curriculum with the purpose of increasing the quantity and quality of what our children know, enabling them to develop a wealth of knowledge and cultural capital to draw upon and build upon throughout their lives. We believe that children need to see how what they are learning is connected to a body of greater knowledge and that knowledge across those bodies is interchangeable. Children need to understand about concepts, and how these concepts inter-relate. Curriculum literacy requires understanding of the meaning, use and justification of curriculum concepts through respecting individual subject traditions. We have created a curriculum based on retrieval practice, retrieval opportunities and regular review of prior learning, which provides coherence and helps knowledge to move into long-term memory, to become declarative and procedural. and procedural. Through its structure, defined by details not by titles, children are supported to navigate their way through a meaningful, inter-related curriculum rather than one which is random, based on tenuous skills progressions. Our curriculum is about addressing social injustice so that our children leave us with a love of locality, happiness, dignity and strong emotional literacy. They will leave us with the keys to unlock the powers of the powerful. The national curriculum ‘provides children with an introduction to essential knowledge that they need to be educated citizens.’ It introduces pupils to the best that has been thought, said and done and helps engender and appreciation of human creativity and achievement. At Owston Park we are keen also to emphasise to children the way in which ‘the best that has been thought and said and done’ impacts upon their own life, today, living in North Doncaster. We have a clear idea of what knowledge, words and concepts we want children to learn in each subject. Crucially we also know where the ‘horizontal’ and ‘vertical’ links are. Vertical links are those links WITHIN a subject year to year (the concept of ‘empire’ for example, or ‘warfare’ or ‘colonisation’). Horizontal links are those links ACROSS subjects within a year group (such as linking the study of Romans with a study of Christianity, the concept of settlements, the design of villages, the concept of leadership, Roman artwork etc). The impact of our curriculum will be seen not only in measurable attainment and progress, but in that Owston Park Primary Academy’s students are confident, enthusiastic and curious young people, who are equipped with the knowledge and skills they need to live a purposeful and fulfilling life.

CURRICULUM THEMES

COMMUNICATION

Language is at the heart of learning. Through explicit vocabulary instruction, structured discussion and purposeful talk, pupils develop the language needed to access the curriculum and communicate their understanding. Staff draw upon their Elklan training to support the development of speech, language and communication across all subjects.



BELONGING & INCLUSION

Our curriculum is designed around the principle of Belonging by Design. Through adaptive teaching, visual supports including Widgit symbols, and carefully considered classroom practice, barriers to learning are reduced and all pupils are supported to access the same ambitious curriculum.



DEPTH OF KNOWLEDGE

Children develop a deep and connected understanding of the curriculum through discussion, explanation, reasoning and application. Depth is achieved through the quality of thinking, not the quantity of work, enabling pupils to make meaningful connections and articulate their understanding with confidence.



COMMUNITY & IDENTITY

Children develop an understanding of themselves, their local community and the diverse world around them, fostering respect, empathy and responsible citizenship.



OPPORTUNITY & ENRICHMENT

Educational visits, visitors and memorable experiences broaden horizons, deepen understanding and connect learning to the wider world.



ASPIRATION

Children are encouraged to aim high, embrace challenge and recognise the possibilities available to them both now and in the future.



Geography Intent, Implementation and Impact		
Intent	**Implementation**	**Impact**
Have an appreciation of their locality.	• Topic launches and landings where appropriate, link to the geographical topic, ensuring that learning is engaging and to develop a cultural capital. E.g. walks in the local area, visitors in school, residential visits. A wide variety of enriching teaching approaches and resources are encouraged, e.g. where geographical current affairs arise, such as earthquakes and natural weather phenomenon, these should be taught with the children, where they link to the topic subject. • Our curriculum is regularly reviewed to ensure that it reflects the diversity of modern Britain and the wider world, promoting inclusion, representation and the British value of mutual respect and tolerance. • The classroom environment is inviting and displays information relevant to children's learning. This information will link to their local area where possible through maps. • Our onsite Forest School enables children from all backgrounds to experience the great outdoors, which develops the children's cultural capital, as well as promoting positive mental health.	Children will have a better appreciation for their locality. Children will retain knowledge about relevant information about the subject area, pertaining to their locality. Children will be enthusiastic to find out more about their locality and can make links with the history of their local area.
Understand the interdependent process of human and physical geographical features.	• Geography lessons are knowledge rich as well as skills based, children to revisit and build upon their prior learning. • Geography lessons at Owston Park are taught discretely, to ensure children are aware of how the knowledge and skills they learn fit into the bigger picture of their learning journey. They can appreciate the contribution made by many cultures to the development and application of Geography. • Children are taught new vocabulary explicitly and are aware of the differing vocabulary for both physical and human geography.	Children will have a good understanding of the world beyond their local environment. Good understanding between the differences of human and physical geography and can give examples for the area, which they are studying.

Competent in geographical skills to collect, communicate and interpret geographical information	• Geography lessons are knowledge rich as well as skills based, our curriculum has been carefully designed to provide opportunities for children to revisit and build upon their prior learning, through concepts – these concepts enable children to draw vertical links (learning linking to learning in a prior year group) and horizontal links (learning from other topics or other subjects within their year group). • Geography lessons at Owston Park are taught discretely, to ensure children are aware of how the knowledge and skills they learn fit into the bigger picture of their learning journey. They can appreciate the contribution made by many cultures to the development and application of Geography. • Children learn how to draw and interpret maps, develop their research and investigation skills as well as problem solving and data analysis. The use of the Onsite Forest School allows children to apply the skills they have learnt; map reading and orienteering for example to a real-life context. Vocabulary is explicitly taught in geography to enable children to develop an understanding of key concepts, which are covered in multiple year groups to ensure prior knowledge is being built on and schema is being developed, allowing deeper conclusions to be drawn. • Knowledge Organisers support learning through daily and weekly review in learning key dates and vocabulary.	Children will retain knowledge about relevant information. Children will be able to draw on prior learning to make connections with the geographical knowledge being taught. Children will have a rich vocabulary that they can apply to their learning. Children will have the knowledge to read maps.
Develop contextual knowledge of the location of globally significant places.	• Enquiry based questions enable children to learn knowledge which they then apply, rather than just rote learning facts. • Children research significant events such as natural disasters and the impact, which they have. Alongside this children are provided opportunities to research and explore more about different countries which are taught alongside their own locality. • Children are able to make connections between different localities and topics which are studied. • Children learn about significant individuals from different localities, cross curricular links with other subjects. • Opportunities are given to contextualise the links between various places using their geographical knowledge and skills.	Work is of good quality and demonstrates pupils are acquiring knowledge, skills and vocabulary in an appropriate sequence. Children can describe different places through their human and physical features.

Develop Core skills.	• Geography lessons provide opportunities for children to develop core skills. - children are encouraged to use maths to allow them to analyse differences in temperatures alongside identifying population on a graph for example, and children are given opportunities to read a variety of sources of evidence and write at length during geography lessons. • Children are given feedback on language and literacy skills and expected to correct spelling, punctuation or grammar mistakes in green pen. • Reading is provided as a key source of information in geography.	Children's geography work reflects the same high expectations of core subject work. Children are proud of their work – this is reflected in their presentation and the quality of the written work.
To enable all children to receive the same quality of geography education, ensuring that children are supported where support is necessary and that all children are challenged and stretched within their learning.	In geography, this looks like: • Common tasks which are open-ended and can have a variety of responses. • Adaptive teaching strategies, scaffolds and targeted support to ensure all pupils can access learning whilst maintaining ambitious expectations for all. • Using classroom assistants to support children individually or in groups. • Children may be taught in small groups for intervention, and vocabulary or key-information from knowledge organisers may be pre-taught to specific children for a keep up, not catch-up approach. • Collaborative, group and paired work, which necessitates discussion is used, regularly, wherever possible. Mixed ability groupings, enabling children to learn from their peers and engage in high-quality conversation	A large proportion of children reach age related expectations in Geography. SEN children and children working towards year group expectations feel supported and enjoy geography lessons. Data monitoring ensures children are targeted for intervention when not on track. Enrichment opportunities are subsidised for pupil premium and disadvantaged children.

THE FOUNDATION STAGE

Geography in the Early Years Foundation Stage, explores the Natural world and people, culture and communities as part of Understanding the World.

In the Foundation stage children have opportunities to use the onsite Forest School provision to have a hands-on approach to their exploration of the natural material, understanding their environment and the changes within the different seasons.

Children are encouraged to develop an interest in their locality and the world around them, resources such as maps and globes are readily available within provision for the children to explore, alongside geographical vocabulary. Through discussion alongside these resources, children can identify the differences between localities, knowing that places may be warmer.

TIME ALLOCATION

In order to ensure our curriculum is broad and balanced, we teach every subject each term. We understand that time constraints may mean that lessons do not achieve an equal time allocation on a weekly basis, but on a termly basis Geography should be taught as often as History, with a rough expectation of an hour a week, although this may be more during certain weeks. Geography learning should also be reinforced, when events occur during the year, such as natural disasters.

PLANNING AND ASSESSMENT

Geography is planned using the school's agreed curriculum framework and progression documents. The planning process at Owston Park Primary begins with the national curriculum and our curriculum drivers, to ensure that the topics we teach include the powerful knowledge – the best that has been thought, said and done – and are enhanced by our locality and our own unique heritage From these, subject leaders alongside class teachers have worked together to develop knowledge organisers, which ensure that the key, powerful knowledge is being taught rather than just ‘doing’ a subject. The knowledge organisers are then considered alongside the skills progressions and conceptual knowledge maps to create a series of coherently sequenced lessons to map out the learning journey for each topic. For Geography, the subject leader has created enquiry questions to focus the learning and ensure that the children are developing a good understanding of the past skills rather than just rote learning facts.
Teachers use a range of assessment strategies throughout lessons to monitor pupils' understanding and inform future teaching. Retrieval activities are used regularly to help pupils recall and retain previously taught knowledge, strengthen long-term memory and make links between current and prior learning. Effective questioning, discussion, low-stakes quizzes and observation of pupils' work

are used to identify misconceptions and adapt teaching accordingly.
Formative assessment is an integral and continuous part of the teaching and learning process at Owston Park Primary and much of it is done informally as part of each teacher's day to day work. Teachers integrate the use of formative assessment strategies such as effective questioning, clear learning objectives, the use of success criteria, effective feedback and response in their teaching and marking and observing children participating in activities. This information is used to provide responsive teaching, address gaps in understanding and support all pupils in making progress through the curriculum.
Summative assessment is used to evaluate pupils' attainment against the knowledge and skills identified within the curriculum. Teachers use assessment information to monitor progress, identify trends and inform future curriculum planning.
Subject assessment sheets are completed in line with the school's assessment procedures and provide an overview of pupils' attainment and progress within Geography. These are reviewed by the subject leader to identify strengths, gaps in knowledge, trends across year groups and groups of pupils, and to inform curriculum development, staff support and future action planning.
Wider Curriculum books provide a record of pupils' learning and demonstrate progression in both substantive knowledge and disciplinary skills. Work completed by pupils enables teachers to assess understanding, identify next steps and ensure that learning builds systematically over time.

INCLUSION

Our curriculum is planned so that all pupils can take part, enjoy learning and achieve their best, whatever their starting points or needs. We use adaptive teaching to support children with different abilities, interests, and needs, making sure that everyone feels included and able to succeed. We celebrate diversity and encourage pupils to respect and learn from each other's differences. By removing barriers and providing the right support, we ensure every child has the opportunity to thrive and develop a love of learning.

DIVERSITY

At Owston Park, we are committed to ensuring that our curriculum reflects the diversity of wider society and the world. We recognise that geography provides a powerful platform for children to explore how different communities live, work and interact with their environments and how our world is interconnected. We actively weave diversity through our Geography teaching by:

- Exploring a wide range of countries, cultures, and landscapes, ensuring that children develop a broad and balanced view of the world.
- Examining how different communities adapt to and shape their environments, celebrating the richness of human diversity.
- Using case studies that represent both local and global contexts, with a focus on voices and perspectives from a variety of cultures, enhanced via the Lyfta platform.

- Challenging misconceptions and stereotypes about countries and communities, fostering respect and empathy.
- Encouraging children to consider issues of inequality, sustainability, and global citizenship through supporting texts.

By weaving diversity throughout our geography curriculum, we help pupils to develop a deeper understanding of the world around them, appreciate cultural differences and similarities, and become responsible global citizens who value inclusion and respect.

MARKING & FEEDBACK

Marking and feedback in Geography are carried out in accordance with the school's Marking and Feedback Policy. Feedback is used to celebrate success, identify misconceptions and support pupils in making further progress in their learning. Teachers provide feedback through a combination of verbal, written, individual, group and whole-class approaches, selecting the most effective method for the learning context.

Effective feedback is focused on the learning objective and success criteria, helping pupils understand what they have achieved and what they need to do next. Opportunities are provided for pupils to reflect on, respond to and act upon feedback so that improvements can be made and learning can be deepened.

Teachers use feedback to inform future planning and responsive teaching, ensuring that misconceptions are addressed and appropriate support or challenge is provided. Consistent marking approaches, symbols and codes are used across the school in line with the Marking and Feedback Policy.

MONITORING AND SUBJECT LEADERSHIP RESPONSIBILITIES

The subject leader’s role is to empower colleagues to teach wider curriculum lessons to a high standard and support wider curriculum subject leaders in the following ways. Their role includes leading, managing, monitoring, motivating, training, and guiding colleagues.

- Knowing the curriculum requirements of their subject throughout school and using their knowledge of their subject to create road maps of the learning journey and assist teachers in developing knowledge organisers, ensuring that the content maintains fidelity with the national curriculum.

- Subject leaders monitor medium term plans and work alongside class teachers to ensure that pupils receive full coverage of the National Curriculum.
- Showcasing and raising the profile of their subject throughout school, e.g. through thematic days, displays etc.
- Monitoring their subject through work scrutinies, learning walks, data analysis, pupil voice and planning reviews to ensure comprehensive monitoring of wider curriculum subjects and to inform them of the quality of the wider curriculum provision across the school.
- Keeping up to date on current issues; disseminating relevant information and providing training for staff members (either directly or through other professionals).
- Identifying and acting on subject specific development needs of staff members with support from SLT - books are scrutinised by SLT throughout the term with a compliance check completed half termly and feedback is provided.
- Monitoring expectations, provision and attainment across the school and providing feedback to develop practice further in order to raise standards.
- Providing necessary equipment and maintaining it to a high standard, managing the subject budget effectively.

WIDER CURRICULUM NON-NEGOTIABLES

- Topic launches to be an exciting, awe-inspiring event to engage and excite children.
- Key vocabulary should be displayed within the classroom, as should resources which support key knowledge e.g. timelines, diagrams.
- Learning objectives and titles to be present in children's books. The title should contain a context and a 'so that' so children understand how what the activity links to the learning. The learning challenge should be highlighted in the corresponding colour according to the metacognitive level achieved.
- Vocabulary, particularly referring to the subject's concepts, should be explicitly taught within the lesson.
- Presentation expectations in wider curriculum lessons to mirror expectations in core subjects.