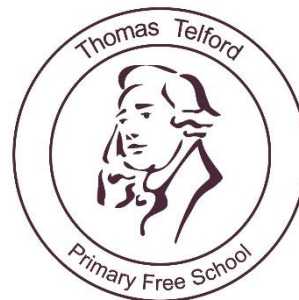


# Thomas Telford Multi Academy Trust



## Geography Policy

### Thomas Telford Multi Academy Trust and Thomas Telford Primary Free School



Signed

A handwritten signature in black ink, appearing to read 'Dara Carroll'.

Mr Dara Carroll  
Interim Chair of Governors  
September 2025

**“An understanding of the natural world, and what’s in it as a source of not only great curiosity but great fulfilment.” Sir David Attenborough**

## **Definition of Geography**

Geography is the study of places and the relationships between people and their environments. Geographers explore both the physical properties of Earth's surface and the human societies spread across it.

## **Legal requirements**

In accordance with the Education Reform Act 1988, and subsequent Education Acts, we must provide Geography as part of the National Curriculum for all registered pupils. We must ensure that all pupils have an equal access to the whole of the Geography curriculum throughout their time in school.

## Aims

*“What is knowledge worth if we know nothing about the world that sustains us, nothing about natural systems and climate, nothing about other countries and cultures.”*

Dr Rita Gardner, director and secretary, Royal Geographical Society (pg108 national Curriculum)

Geography provides a means of exploring, appreciating and understanding the world in which we live and therefore is a valued part of the curriculum. Thomas Telford Multi Academy Trust aims for pupils to develop themselves as Geographers so that they can be confident enough to take risks in their own work. Geography stimulates curiosity and imagination and we aim to build upon the child's existing subject knowledge by developing geographical skills and their understanding and knowledge through studying places and themes.

Geography aims to enable pupils: -

- To develop the knowledge, skills and understanding to the maximum of their potential.
- To make sense of their own surroundings through learning about their own locality and the interaction between people and the environment.
- To extend their interest, knowledge and understanding of the contrasting localities in Britain, Europe and the World.
- To develop their understanding of the human and physical processes which shape places.
- To appreciate similarity and difference in the world about them and to respect other people's beliefs, attitudes and values.
- To develop an interest and enjoyment of geographical experiences and build confidence and understanding.
- To recognise and understand issues concerning the environment and sustainable development.

### **Curriculum Intent**

At Thomas Telford Multi Academy Trust, we value the importance of Geography in shaping the children's perspective of the world and moulding them into becoming global citizens. Geography is much more than just knowing where something is in the world, it is a subject which enables children to make connections between places and understand the impact of decisions across a global scale. We aim to inspire our children to want to find out more about the world they live in, to give them the opportunity to explore alternative futures based on decisions that have been made in their lifetime and to ask and answer questions about the world they live in.

We provide a curriculum which allows children to learn at a local, regional and global scale. Our curriculum incorporates opportunities for children to learn both inside and outside of the classroom with fieldwork being an integral part of what we offer our students so that they can make connections between the outside world and what they have learnt in the classroom. The content we have selected has been carefully planned to ensure that children have ample opportunity to revisit existing knowledge and build new knowledge alongside this. We aspire for our children to think like geographers and to observe, collect and present data to support their viewpoints of their environment.

It is intended that when children leave Thomas Telford Multi Academy Trust, they will have developed a fascination with the world around them and will have a natural curiosity to explore other countries and cultures. This curiosity will continue to develop during their time at secondary school.

### **Curriculum Implementation**

The teaching and implementation of the Geography Curriculum is based on the National Curriculum ensuring a well-structured approach to the subject.

Detailed long and medium planning is in place to ensure engaging curriculum content and systematic revisiting of key concepts and bodies of knowledge to deepen learning. Throughout each block of study, teachers carefully plan to embed and assess the children's knowledge using a range of retrieval strategies. These include extended writes, quizzes, knowledge organisers and self and peer assessment. We ensure application of knowledge in various contexts, adapting lessons where necessary so that children develop schemas and both substantive and disciplinary knowledge is stored in the long-term memory.

Below is an outline of our curriculum offer in Geography from EYFS to Year 6.

### **EYFS**

#### **Reception**

##### **Understanding the World**

- Draw information from a simple map.
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Recognise some environments that are different to the one in which they live.

## **ELG**

### Understanding the World

#### People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

#### The Natural World

- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons.

### Key stage 1

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:

#### Locational knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

#### Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

#### Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

- use basic geographical vocabulary to refer to:
  - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
  - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

### Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

### Key stage 2

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:

### Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

### Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

### Human and physical geography

- describe and understand key aspects of:
  - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
  - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

### Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

These objectives are covered through 3 different units across the year, taught by the class teacher.

### Curriculum Impact

We measure the impact of our curriculum through the following methods:

- Marking of written work.
- Book looks
- Interviewing the pupils about their learning (pupil voice interviews).
- Moderation staff meetings where pupil's work is scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work.
- Annual reporting of standards across the curriculum to parents.
- Learning walks.

Assessment takes place throughout each unit of work and teachers track progress and attainment against the National Curriculum expectations and the knowledge and skills

progression documents. Teachers use this information to inform future lessons; ensuring children are supported and challenged appropriately.

The children's achievements are celebrated on their 'End of Year' report to parents. Here judgements are made on their effort and achievement within geography.

Children in Foundation Stage have their progress tracked using the EYFS curriculum. Age related expectation levels are reported to parents at the end of the reception year.

## **Role of the co-ordinator**

The responsibility of the geography curriculum leader is to;

- Take a lead in policy and the development of a scheme of work to ensure progression and continuity throughout the school.
- To monitor progress through classroom observations and the monitoring of work done and advise the Headteacher on action needed.
- To take responsibility for upkeep and storage of resources.
- To keep up-to-date with developments in the teaching of geography and relate information to colleagues.
- To communicate all developments in the subject, e.g. through staff meetings, distributing information, using notice boards.
- To liaise with relevant organisations regarding the subject, e.g. advisory teachers, inspectors, Geographical Association, libraries.
- To support colleagues to deliver accurate information to the children to develop a love for geography.

## **Guidelines**

### **Organisation of time**

Our aim is to teach 1 hour of geography per week, every other half term. Where geography is not the focus subject, it is taught through cross-curricular opportunities, exploiting key concepts from the geography curriculum in other areas such as ICT, numeracy, literacy, Science, PE and PSHE. The residential experiences in Year 2, 4 and 6 make an important contribution to the pupils' understanding of a contrasting locality and the ways in which they can help improve a local environment. We also make use of school trips to engage the children with their learning and where possible provide fieldwork opportunities to support areas they are learning about within the curriculum.

### **Organisation of work**

Children's work is recorded within their geography books. Where appropriate cross-curricular links will be referenced in other books. In addition to their geography books, work may also be recorded using the working wall, in a whole class floor book or on SeeSaw.

### **Planning**

Planning for geography takes place within each team in school following our whole school overview. Teachers use the unit overviews outlined by the coordinator to take into account



the current level of development and the key substantive and disciplinary knowledge the children need to gain in order to have a good understanding of each topic. The key concepts for each block and prior learning and post learning are outlined on these unit overviews as well.

Our school long term plan outlines which content areas each year group needs to cover, making links to different concepts in order to build upon knowledge. Alongside each unit of work, there is a knowledge organiser which is used as a teaching tool and to support children in knowing and remembering key vocabulary and facts. The unit overviews can also be used to support new members of staff, teachers moving into that year group in understanding the key knowledge the children need to know.

Careful planning ensures that the activities designed to deliver the learning objectives are varied and exciting. Teachers ensure that worksheets and written responses do not predominate and that opportunities for drama, role play, discussion and debate are also included. Opportunities for children to work creatively, using a variety of learning preferences are incorporated into all teachers medium and short term geography planning. Careful planning of activities matched to the curriculum objectives also provide the children with creative scenarios in which to develop their thinking skills; their ability to process information, to reason, to enquire and to evaluate.

### **Progression and continuity**

The school offers opportunities for children to develop their skills, knowledge and understanding by building upon what they can already do through the concept progression and also our AFL which tracks back to previous learning. This is achieved through using the unit overviews progression document written by the coordinator. It outlines each key element and states what should have been achieved at the end of each year group from nursery – Y6.

### **Adaptive teaching**

Children who have ILP targets need to be included in the planning of the activities, always taking into account how they will get the most out of the lesson. We recognise that the geography curriculum needs to be accessible to all children, this is achieved in a number of ways.

- Using a variety of learning styles to suit the learner.
  - The amount of input given when supporting learning
  - The amount of time given to achieve a target
  - The expectations of outcome may differ
  - How the environment is organised; using pairs to support reading, small group to encourage interaction.
  - Using the solo taxonomy resource materials to support questioning and planning.
- (staff CPD Autumn 2015)

### **Assessment**

At the start of each unit, children are encouraged to share what they already know. This is a useful resource for the teacher to see where the child needs to go to make progression and

a chance to address misconceptions. It also enables the teacher to draw upon the knowledge and skills that need to be developed throughout the unit in order for the children to make good progress. Teachers may use this as a basis for flexible groupings and collaborative work, enabling them to build upon a specific skill or area within their teacher guided sessions.

Throughout and at the end of the unit, children are given opportunities to reflect on and apply their learning through a variety of AFL tasks. For example, children may have decided upon a whole class outcome which they have been working towards producing for the end of the block. Opportunities for children to retrieve knowledge is embedded within the block, teachers then use this as an opportunity to assess as well as embed knowledge into the long-term memory.

### **Evaluation**

After each session, the teacher reflects on the learning based on what happened in the lesson and work produced. Teachers will also refer to the unit overviews to develop children's knowledge and understanding. In some cases, parallel classes may adapt planning or add additional lessons to meet both the needs and path of interest that the children have.

### **Responding to the children's work.**

Teachers will respond verbally to children's work within the lesson and if appropriate annotate work with a VF (verbal feedback) comment in their book. Throughout and at the end of the lesson, reference will be made to the success criteria. Once children have completed their work, the teacher comments on what the children have done and may pick up any misconceptions or spelling errors in line with the marking policy for foundation subjects. This may not always be necessary as the next lesson may build upon this skill further and be referenced through the success criteria. Teachers use yellow highlighter over the success criteria to show where it has been met. A green highlighter is used to draw attention to where a child has made a mistake, could expand, go back and have a look again – this highlighted section could have a teacher comment if appropriate. Children's work could also be displayed on the class knowledge map and used as a point of reference and resource for children to refer back to.

## **SEND**

Children with special educational needs include those pupils who require intervention and resources that are additional to or different from those provided as part of the school's usual differentiated curriculum (See SEND in the curriculum document).

It is recognised that some children have special needs other than learning difficulties. These may include physical needs, behavioural and emotional needs. In addition, we recognise that there are high attaining children who also require additional or different intervention in the form of an extended and enriched curriculum. (See Policy for gifted and able pupils)

These children are taken into consideration when teaching of each session commences by their class teacher who will make adjustments to the session to meet their needs. (See adaptive teaching)

If there is a specific target that the child has on their ILP which ties into the session then the teacher will support the child so that they may achieve or begin to work towards their target. For further information see the SEN Policy

## **Equal opportunities**

All children, regardless of colour, culture, origin, sex or ability, are given opportunities to participate in geography. They are given access to a broad and balanced programme of activities which allows them the opportunity to meet national expectations. See Equal Opportunities Policy.

## **ICT**

It is our aim to include the use of ICT in every lesson. This is done through ICT being used as a teaching resource; creating Active Primary sessions to support the input of the lesson. When selecting information for geographical enquiries the internet is used. The children are shown how to use search engines to narrow their searches effectively. They also have access to a range of geographic websites to support developing knowledge e.g. Oddizzi and developing fieldworks skills e.g. Digimaps.

## **Resources**

There are a variety of resources within school which are provided to support the teaching of Geography. We have a range of atlases which are age-appropriate to different year groups kept in the library as well as a range of OS maps. We subscribe to different websites which produce maps of the UK and the Shropshire Library Service which can supply topic boxes in line with our curriculum if requested by the class teacher. All classrooms from Nursery to Y6 have a world map provided for them and some also have globes.

## **Health and safety**

Thomas Telford Multi Academy Trust believes fieldwork plays a massive role in geographical enquiry. Risk Assessment forms are filled in online before any field trip. Teachers are encouraged to experience the trip/facilities prior to taking the students. Any fieldwork outside the school grounds should conform to the school's required adult/pupil ratio.

## **Success criteria**

The school's success in meeting the needs of its pupils will be measured using the following performance indicators:

- To inspire children's curiosity and knowledge about the world they live in and how they can make a change.

- That all pupils are given equal access to the geography curriculum throughout their time in school
- That there is clear progression in skills from year to year, developing children as geographers.
- That teachers feel that their understanding of the subject is sound before delivering lessons.
- That we feel confident that all key elements are being covered each year though our long term plan.
- That children and teachers are aware of the key concepts that underpin our curriculum at Redhill.

## **Review Date**

Assessment and recording procedures are reviewed regularly to ensure that they are working and workable. Review of our long-term and medium-term schemes of work will be undertaken and evaluated as they are completed so those which work particularly well can be recognised.

The geography policy is reviewed at intervals and was last reviewed in June 2024.