



1. Intent

At Priory, our aim is that children will develop knowledge that will last a lifetime, along with strong skills to prepare them for the world, enabling them to lead a successful life and make a positive contribution to their community.

Our children are provided with a well taught, knowledge rich curriculum. The basis of this is full implementation of the National Curriculum ensuring breadth, balance and clear progression. Our expectations are high for all pupils: we never narrow our curriculum or deny any pupils the key knowledge taught to the class, unless it is absolutely in their best interest due to a significant learning need.

We carefully consider our children and community to ensure our curriculum is bespoke to their needs. Any purchased schemes are also carefully considered and adjusted to match need. As a Rights Respecting School, where possible in lessons, links are made to the rights of the child. Opportunities to promote British Values, SMSC and our equality objectives are incorporated across the Curriculum. Teachers have strong subject knowledge, and learning is clearly sequenced over terms, years and throughout the school to ensure knowledge is learnt and embedded.

Our curriculum is brought to life through an enquiry-based approach. According to cognitive scientists, nothing has been learnt until it is in your long-term memory, so we focus on ensuring learning sticks. We understand through research, including with our children, what aids long term memory and include these strategies in all our teaching sequences. Regular 'cumulative quizzes' are used to ensure that key knowledge is secure in all children during each topic.

2. Rationale

We believe that a high-quality geography education should inspire in pupils a curiosity and imagination that will remain with them for the rest of their lives and we aim to build upon the child's 'personal geography' by developing geographical skills, understanding and knowledge through studying places and themes. Teaching of Geography should excite children with the aid of 'wow starts', teaching outside the classroom in the local area and hands on projects. Teaching should equip children with knowledge about diverse places, people, and resources, natural and human environments, together with a deep understanding of the Earth's key physical and human processes. It should also help them to understand the value of their interdependence with other people in the local community and in the world.

Geography is a valued part of the curriculum as it provides a means of exploring, appreciating and understanding the world in which we live and how it has evolved. As the children progress, their growing knowledge about the world and its community should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. The skills our children will develop, like map reading and drawing, will support them greatly in their adult lives. Furthermore, learning about being part of a global community helps children to develop an appreciation of diversity and prepares them to use their skills to improve the world through social and environmental action in their later lives. Geography acts as a topic driver meaning that it is a core part of the topics that are taught in each year group. Geography is therefore taught as part of cross-curricular lessons with occasional discrete lessons when necessary.

3. Aims and Objectives

- To make sense of their own surroundings through learning about their own locality, and the interaction between people and environment.
- To extend their interest, knowledge and understanding of contrasting localities in Britain, Europe and the rest of the world.
- To develop knowledge and understanding of the human and physical processes which shape places.

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- To appreciate similarity and difference in the world about them and to respect other people's beliefs, attitudes and values.
- To develop the geographical skills and vocabulary necessary to carry out effective geographical enquiry.
- To formulate appropriate questions, develop research skills and evaluate material to inform opinions.
- To develop interest and enjoyment of geographical experiences and build confidence and understanding.
- To recognise and understand issues concerning the environment and sustainable development.

4. Teaching and Learning

We have used the best research to create a well sequenced and progressive curriculum map containing the key concepts children need to be procedurally fluent in to work and think like geographers.

The teaching of geography in school is based upon the National Curriculum and delivered through the use and adaptation of geography units produced by 'Grammarsaurus'. Geography acts as a driver in every year group, and through a range of resources, children are actively engaged and encouraged to question what they find.

The key concepts in geography we plan a progression for are as follows:

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

We believe in whole-class teaching methods and we combine these with enquiry-based research activities. We encourage children to ask as well as answer geographical questions. We offer them the opportunity to use and collect a variety of data, such as maps, statistics, graphs, pictures and aerial photographs. Children take part in role-play and discussions so that they can present reports to the rest of the class. They engage in a wide variety of problem-solving activities. Wherever possible, we involve the children in 'real' geographical activities, e.g. research of a local environmental problem or use of the Internet to investigate a current issue. Children also go on local area walks to support their understanding of local geography and how it is mapped. We also ensure that there are opportunities for pupils to apply their writing skills to demonstrate their geographical understanding (eg. writing reports about a country they have studied).

At Priory, the children have access to 1:1 iPads from Year 1 to Year 6 in order to integrate technology effectively into the educational environment and ensure that pupils have the knowledge and skills that they need to thrive in an increasingly digital world. This technology makes geography more accessible, interactive, and engaging for all learners.

We recognise that there are children of widely different geographical abilities in all classes and we ensure that we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by:

- setting common tasks which are open-ended and can have a variety of responses
- setting tasks of increasing difficulty
- providing resources of different complexity, matched to the ability of the child
- providing 'NYT', 'EXS' or 'GDS' options in the vast majority of activities so that children can push themselves to show what they can do (self-differentiate).

5. Assessment

Geography is assessed both formatively and summatively.

Formative Assessment (Assessment for Learning) is conducted daily through questioning, observations, marking, and feedback; is used to adjust planning and target support for individuals or groups.

Forms of formative assessment

- Self-assessment and peer assessment
- Verbal exchanges and voice notes
- Emojis
- Marking of work (ticks and crosses)
- Next steps, challenges and reflections
- Marking codes
- Observations

Summative Assessment (Assessment of Learning) takes place at the end of geography learning, usually based upon children's ability to answer the questions in the 'cumulative quizzes' which assess their retention and understanding of key knowledge.

Arbor is the chosen MIS system for use within Priory and the St. Bart's Trust. We use Arbor to report, analyse and track pupil progress and attainment. At the start of each academic year, baselines are used to set targets along with teacher judgements in order to ensure suitable challenge and achievement. There are three set assessment points throughout the year where teacher judgements are recorded alongside NfER attainment results (Y1 to Y6).

When recording judgements on Arbor the following code is used and this is consistent across the Trust:

- **WB** - Significantly Below
- **B** - Below
- **NYT** – Not Yet There
- **EXS** – Expected Standard
- **GDS** – Greater Depth

6. Resources

Some Geography resources that are used across the school (such as atlases, globes, maps) are stored in a central store. These resources will be regularly monitored by the Geography leader and replacements ordered as necessary. Other year group specific resources may be purchased by each year group and stored in classrooms. The Geography leader will annually audit these resources. These resources are used during Geography lessons and are displayed in classrooms during Geography led topics. Some Geography resources are available for children to explore in each classrooms' topic research area during appropriate topics.

7. Early Years

In the EYFS, Geography is not taught exclusively as a subject, but is embedded in teaching the children knowledge of the world in which they live under the heading 'Understanding the World'. The key aspect of teaching geography in EYFS is to create a degree of awe and wonder and a curiosity about the world and its people. Following the whole school approach, children are taught to care for the world in which

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they live, show awareness of immediate surroundings, and make connections to own personal history when sharing geographical knowledge further afield. Through direct teaching and provision enhancements available, children are encouraged to talk about a variety of geographical journeys – such as walks in the park, features of their environment such as buildings and roads, and the comparing the similarities and differences of the varied environments around the world. Evidence is gathered through observations and children’s comments and collated in their Learning Journey books.

The Early Years Curriculum focusses on building skills, knowledge and understanding. We have adopted a creative approach to the curriculum, and we ensure it is broad, balanced and exciting. We make links across the curriculum and to life wherever possible as we believe this deepens the children’s level of learning. We use the revised Early Years Foundation Stage curriculum (Development Matters) as appropriate, to guide our teaching.

The Revised EYFS (2021) is broken down into areas of development. There are two main sections of the curriculum, the “Prime” areas and the “Specific” areas. The Prime areas are fundamental and work together to support development in all other areas. The Specific Areas of development include essential skills and knowledge for children to participate successfully in society.

Assessment plays an important part in helping practitioners to recognise children’s progress, understand their needs, and to plan activities and support their development. Assessment in the Early Years is ongoing and is largely based on Facilitated child-led experiences; allowing children to reflect their own knowledge, and high-quality adult led activities. Children are assessed throughout the Foundation Stage using the new Development Matters (2021) which sets out a pathway of children’s development in broad ages and stages. Children are assessed against the Early Learning Goals and Development Matters through a range of observations and work. The Early Years Lead provides a baseline of attainment; monitors progress and provides end of year assessment. This assessment is subsequently reported to the Local Authority and St Bart’s Trust. It tracks achievement in all Areas of Learning and can provide specific feedback to individual subject leads, regarding achievement in the relevant strands.

The curriculum of the Early Years underpins all future learning by supporting, fostering, promoting and developing children’s skills in the following areas:

PRIME AREAS	SPECIFIC AREAS
<p>Personal, social and emotional development</p> <ul style="list-style-type: none">• Self-Regulation• Managing Self• Building Relationships	<p>Literacy</p> <ul style="list-style-type: none">• Comprehension• Word Reading• Writing
<p>Physical Development</p> <ul style="list-style-type: none">• Gross Motor Skills• Fine Motor Skills	<p>Mathematics</p> <ul style="list-style-type: none">• Number• Numerical pattern
<p>Communication and language</p> <ul style="list-style-type: none">• Listening, Attention and Understanding• Speaking	<p>Understanding the world</p> <ul style="list-style-type: none">• People, Culture and Communities• The Natural World• Past and Present
	<p>Expressive arts and design</p> <ul style="list-style-type: none">• Creating with Materials.• Being Imaginative & Expressive

8. Inclusion and SEND

Pupils with SEND have full access to the curriculum through reasonable adjustments. They can be supported through differentiated tasks, scaffolds, adult and peer support. Where necessary, adapted equipment and resources can be provided such as simplified or larger print maps. Advice to support individual pupils is always available from the Inclusion Hub and where appropriate specialist services.

9. The Hive

The Hive is Priory CE Academy's specialist resource provision for pupils with communication and interaction (C&I) needs, including those on the autism pathway. It provides a calm, structured learning environment with adapted teaching, sensory regulation, and small-group opportunities whilst following the curriculum of the main school. The Hive follows the full National Curriculum, planned and sequenced in step with whole-school long-term plans and adapted to meet individual EHCP targets and next steps.

Every subject leader is responsible for ensuring that their curriculum intent, implementation and impact extend fully to The Hive. They quality-assure planning, teaching and assessment, meet termly with The Hive team and SENCO, and contribute to monitoring and pupil-progress reviews. Subject leaders also teach or model lessons in The Hive when appropriate, ensuring that high expectations and consistent pedagogy are maintained. This partnership supports smooth inclusion, builds staff expertise, and secures equality of ambition for all pupils.

Geography learning in The Hive uses concrete, local experiences—such as fieldwork and map games—linked to the whole-school curriculum. Visual maps, photo prompts and structured questioning deepen locational knowledge and enquiry skills. The Geography lead checks fieldwork evidence, co-plans sequences and teaches or models sessions to maintain high standards.

10. Equality

Priory is a caring school that aims to provide a high-quality education to all our pupils within a secure and environment. We are a Rights Respecting School and protecting the rights of all individuals is important to us. We hope that pupils will leave us with confidence, positive memories and that they value their time here. Mutual respect and tolerance for all cultures will be promoted through the study of geography.

Our school aims to meet its obligations under the public sector equality duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

11. Monitoring and Review

The subject leader is responsible for monitoring the standards in Geography. They will monitor the quality of planning, lessons and pupils' work throughout the year. They will also engage with pupils through surveys and interviews to discover their views. Annual data will be analysed. All monitoring will be used by the subject leader to create and maintain an action plan to bring about improvements. This will include support for staff, planning training and purchasing resources.

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The subject leader, SLT and Governing Body are responsible for monitoring the implementation of this policy. This policy will be reviewed every two years or earlier if necessary.

12. Other related policies:

- Equality
- Teaching and Learning
- SEND
- EYFS
- Assessment
- Marking and Feedback
- Presentation and Handwriting

Policy Author: Caer Greatbatch

Date of Review: September 2027