Bryn St. Peter’s C.E. Primary School

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Geography Policy

**Reviewed by:** J Leigh September 2025

**Next review:** 2026

**Introduction**

Geography is a valued part of our curriculum as it helps pupils make sense of the world around them. It develops curiosity, understanding of places, people, and environments, and an appreciation of how human and physical processes shape our planet. Through geography, pupils learn about diverse cultures, global issues, and their own role as responsible citizens.

**Aims**

At Bryn St. Peter’s, we aim to ensure that all pupils:

* Develop a sense of place, both locally and globally.
* Gain knowledge of key geographical features, concepts, and vocabulary.
* Understand the interaction between human and physical geography.
* Develop enquiry, investigation, and fieldwork skills.
* Use maps, atlases, globes, and digital technologies with confidence.
* Appreciate environmental issues and the importance of sustainability

**Curriculum and Planning**

* We follow the **Collins Primary Geography Scheme of Work**, which provides a progressive framework from EYFS to Year 6.
* The scheme ensures coverage of the National Curriculum programmes of study, balancing knowledge of locations, places, and environments with the development of geographical skills.
* Units are sequenced to build on prior knowledge and make meaningful connections between topics.
* Teachers adapt lessons to meet the needs of their pupils while ensuring consistency across year groups.

**Teaching and Learning**

* Geography is taught through engaging lessons that promote enquiry, discussion, and practical investigation.
* We encourage cross-curricular links, particularly with history, science, and literacy, to deepen understanding.
* Fieldwork and local studies are integral, enabling pupils to apply their learning beyond the classroom.
* Lessons are differentiated to ensure inclusion and challenge for all learners.

## Assessment

* Teachers assess pupils’ progress through observation, questioning, written outcomes, and pupil voice.
* Assessment is used formatively to inform planning and summatively to report to parents and track progression.
* Knowledge organisers and end-of-unit tasks from the Collins scheme are used where appropriate

**Roles and Responsibilities**

* The History Subject Leader will, using subject triangulation:
  + Monitor the quality of planning, teaching and learning.
  + Support staff with training and resources.
  + Ensure progression and consistency across year groups.
  + Lead the evaluation and review of the *Collins Scheme of Work* to ensure it continues to meet school needs.
* Class teachers are responsible for delivering high-quality lessons and ensuring curriculum coverage in line with the policy.

**Inclusion and Equal Opportunities**

* All pupils, regardless of background or ability, are entitled to a broad and balanced history curriculum.
* Lessons are adapted and differentiated to ensure inclusion of children with SEND, EAL and higher ability pupils.
* A diverse range of cultures, voices and perspectives are reflected in the curriculum to promote equality and cultural awareness.

## Adaptive Teaching

We recognise that all children learn differently, and adaptive teaching is central to our approach. Teachers use ongoing assessment to identify pupils’ strengths and barriers to learning, adjusting tasks, scaffolding, and resources to ensure that every child can access the history curriculum. This may include breaking down complex texts, providing visual or practical resources, pre-teaching vocabulary, or offering extension opportunities for higher attainers. Group work, questioning, and a variety of recording methods allow all pupils to demonstrate their understanding. Through adaptive teaching, we strive to make history engaging, inclusive, and challenging for all learners.

**Resources**

* The school uses the resources provided by the Collins scheme alongside maps, atlases, digital globes, and online tools.
* Fieldwork equipment and local area resources are also utilised to enrich learning experiences.

**Monitoring and Review**

This policy will be reviewed every two years by the Geography Subject Leader in consultation with staff. Updates will reflect changes in curriculum guidance, school priorities and feedback from monitoring.

**Approved by:** J. Alcock  
**Date:** 01/10/2025  
**Review Date:** October 2027