

Applecroft School



Geography Policy

Person Responsible:	Geography Curriculum Leader
Review Cycle:	Annual
Date of Issue:	March 2025
Review Date:	March 2026

Geography Policy

1) Introduction:

School Vision:

'To be a positive and inspiring community that nurtures each individual and empowers leaders for life.'

School Mission Statement:

'Nurturing Potential, Inspiring Minds, Changing Lives'

School Values:

- Ambition and Leadership
- Kindness and Supportiveness
- Respect and Honesty
- Determination and Resilience

2) Our aims and objectives including breadth of study:

Using the objectives from the National Curriculum and Early Years Foundation Stage as our base, it is our aim to develop:

- A positive attitude towards *Geography* and an excitement and curiosity about the world;
- The right to achieve the very best they can in their *Geography* learning.
- Competence and confidence in geographical knowledge, concepts and skills.
- Initiative and an ability to work both independently and in cooperation with others.
- An ability to communicate geographical vocabulary.
- An ability to use and apply geographical aspects across the curriculum and in real life.
- An understanding of geography through a cumulative process of sequenced learning, locational fieldwork and active enquiry.

3) Geography Curriculum Intent

At Applecroft, we believe that *Geography* is a pivotal subject which underpins much of the rest of the curriculum. We see the teaching of *Geography* as a means of preparing our children for their lives as respectful, responsible members of a global community.

Additionally, we aim to inspire in Applecroft learners an excitement and curiosity about the world and the people within it. Coverage of the National Curriculum for *Geography* is formalised and delivered through the CUSP Curriculum. It is taught in all year groups from Y1 to Y6. In EYFS, it is taught as part of continuous provision through child and adult-led activities related to the specific area of 'Understanding the World'.

Geography is the study of the intrinsic connection between the human and physical characteristics of the world around us. The teaching of Geography allows our pupils to grow as respectful, responsible members of the local and global communities, with an awareness of their place in the world and their impact upon it. Lessons are designed to inspire curiosity and ignite a passion for understanding and protecting the world and populations around us.

Knowledge is the key to understanding and to be tolerant. We teach children about the UK and our local community throughout all year groups to foster a sense of belonging and togetherness. We teach them about places, cultures and communities around the world in order to build links and to help them to understand their place within a global community. Searching for similarities and differences between their lives and those of others around the world help the children of Applecroft to identify with and relate to others.

In addition to building a store of local knowledge about places around the world, Geography develops skills which can be used across the curriculum. Through the study of different locations, children learn skills of enquiry, problem solving, and investigation. They also learn how to present their conclusions in the most appropriate way. High-level geographical vocabulary is explicitly taught, modelled and embedded to increase the confidence with which pupils can talk about the subject. Core geographical skills, including map and fieldwork, are taught, practised and secured as pupils journey through the school. Pupils gain experience of places further afield, through residential trips in KS2, and by utilising the extensive range of technology we have available to us.

Geography at Applecroft consists of purposeful, engaging, high-quality, knowledge rich lessons, which provide children with the foundations and knowledge for understanding the world and the people in it. Children develop the understanding that Geography provides a lens through which to study the interdependence of people and places around the world. The curriculum is designed so that pupils enjoy Geography and this results in motivated learners with secure substantive and disciplinary knowledge.

- There are clear end points for EYFS to Year 6 for the end of each unit. The knowledge and skills' endpoints that children need by the end of their time at Applecroft will be carefully considered to equip them to take advantage of the opportunities, responsibilities and experiences of later life.
- In order to reach these endpoints, the curriculum is planned and coherently sequenced to ensure that knowledge and understanding is built in a cumulative way, enabling all children to be successful.

- CUSP units identify relevant prior learning so that any elements which have been missed by children can be recapped and gaps in knowledge and understanding filled.
- CUSP units provide dual coded knowledge notes and organisers to help reduce the cognitive load and allow easier retention of knowledge.
- These knowledge notes are available in both 'Advancing' and 'Securing' formats and can be edited, to allow greater access for children with additional learning needs.

Geography Curriculum Implementation:

- Class teachers teach Geography across the school.
- Through the CUSP scheme and support from staff training and CPD, staff are supported with the sequencing of the learning within each unit.
- Teachers use formative assessment techniques to assess children's knowledge and understanding in Geography, including Cumulative Questions at the end of every lesson.
- Misconceptions and errors are then followed up with individuals, small groups or whole classes as necessary.
- Revisiting prior knowledge to assist with retention is embedded in the curriculum, both through the use of regular retrieval practice and through discreet revisit units.

EYFS

EYFS are in the process of embedding the CUSP Early Foundations offer, which ensures that pupils develop foundational knowledge through play and guided activities that allow them to explore, experiment with and think hard about new and important concepts. It includes core texts for use during structured story time that will introduce key language, ideas and themes that pupils will need to access the foundational knowledge.

Children in Nursery and Reception will engage in conversations about their own experiences within the local area and any holidays or trips they may have taken. They will discuss where they and members of their families come from. They will engage in role play activities related to the world around them, both domestic and further afield, and engage with photos, pictures and stories from places around the world. They will begin to navigate their way around their own classroom and playing areas, and then around the school and grounds. They will discuss and investigate the

seasons and the clothes required for different weather. Pupils are encouraged to look at similarities and differences between life in this country and life in other countries by using stories, non-fiction texts and maps, through a balance of adult-led and child-initiated learning.

KEY STAGE 1

The sequence in KS1 focuses pupils to develop a sense of their place in the world. This begins in Year 1 when they learn about the 7 continents and 5 oceans of the world, countries and capital cities of the United Kingdom and the oceans and seas which surround us. This then moves on to studying a contrast of hot and cold locations and being able to 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. They will then study imaginary and real maps and take part in simple fieldwork. This will take the form of using inspiring books to define the purpose of maps and then utilising Digimaps to apply those skills to real situations in familiar settings.

In Year 2, pupils will begin to study the human and physical characteristics of the local area. They will use world maps, atlases and globes to identify the United Kingdom and its countries, as well as securing their knowledge of the countries, continents and oceans of the world. They will learn to use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map. Pupils will 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. Simple fieldwork and observational skills will be used to study the geography of the school and its grounds and the key human and physical features of its surrounding environment.

Pupils will then compare their understanding of their own local area with two non-European locations, chosen specifically to be culturally diverse and offer rich opportunities to know, compare and contrast Welwyn Garden City with Nairobi in Africa, and our community with indigenous tribes living in the Amazon Rainforest.

KEY STAGE 2

In Lower KS2, both substantive and disciplinary knowledge are secured and developed, widening pupils' understanding of their location in the world through a more specific study of the regions, counties, landmarks and topography of the UK. They will build further on their knowledge of compass points and their abilities to read and understand maps, including increasing the use of Digi maps through Years 3 and 4. As they continue through this phase, they will focus their understanding of the interdependence between physical and human Geography through the study of rivers and the process of the water cycle. Just before moving to Upper KS2, pupils

will revisit the Rivers' topic, focusing more in-depth on one river in a contrasting location to our own, either the Nile or the Amazon. They will begin to consider the concepts of longitude, latitude, the Equator and the hemispheres in readiness for Years 5 and 6.

At the beginning of Upper KS2, pupils revisit continents, countries and capital cities of the world, looking even more closely at the regions of the world through a study on biomes. They then build upon longitude and latitude through learning how to read four and six figure grid references and applying these to local landmarks and further afield. In Year 5, pupils are offered the opportunity to explore the East Anglian coastline across a three-day residential in Norfolk, looking at land patterns, fossils and the methods being utilised to try to stop the coastline receding. They practise their map skills extensively throughout KS2 and learn how to read OS maps effectively. As they reach Year 6, pupils focus more specifically on the interdependence of physical and human Geography through studies on earthquakes, mountains and volcanoes, comparing the Lake District, the Tatra Mountains of Poland and the Blue Mountains of Jamaica. Pupils make connections between economic and settlement land use across the world and across history, linked to the Windrush generation module in History. Another opportunity to travel even further afield is offered through the week-long residential to Wales.

5 Geography Curriculum Impact

Geography at Applecroft consists of purposeful, engaging, high quality, knowledge rich Geography education, which provides children with the knowledge and understanding of their place in the world and how both physical and human events shape this. By the time the children at leave Applecroft School they should have:

- Built on prior knowledge as they move through the school, accumulating and connecting substantive and disciplinary geographical knowledge.
- Substantive knowledge - this is the subject knowledge and explicit vocabulary used to learn about the content. Common misconceptions are explicitly revealed as non-examples and positioned against known and accurate content as pupils become more expert in their understanding. Misconceptions are challenged carefully and in the context of substantive and disciplinary knowledge.
- Disciplinary knowledge - this is the use of knowledge and how children become a little more expert as a geographer by 'Thinking Geographically'. Children are encouraged to think through the concepts of place, space, scale and interdependence.
- Develop a sense of identity through learning about the U.K. and its relationships with other countries;

- Gain an understanding of their values, and their rights and responsibilities to other people and to the environment;
- Think hard about comparing and contrasting places, locations, physical and human features, processes, patterns, relationships, connections, environmental challenges, cause, effect and consequences as well as reasoning and explaining change.
- Develop a bank of geographical vocabulary which they can use confidently.

5) Learning and Teaching Styles (including approaches for disadvantaged children and SEND):

Across Key Stage 1 and Key Stage 2, Geography is taught as a discrete subject, timetabled to be taught in blocks across a week or until the unit is completed. This will result in a week or two per term devoted to Geography in the afternoons, depending on the number of lessons per unit (which changes across Year Groups and across terms).

The emphasis in our teaching of Geography is to encourage curiosity and exploration about the world. A diverse range of opportunities are offered to learn in different ways.

These include:

- Whole class teaching
- Use of knowledge organisers and vocabulary module sheets
- Group work
- Paired work
- Independent work
- Reading practice
- Use of Computing resources including Digi maps
- Use of Curriculum Visions online books
- Tactile and visual approaches
- Fieldwork and Educational visits
- Investigative and problem-solving work
- Research and explorative work
- Asking and answering geographical questions.

Geography links will be made consistently across a wide-range of whole-school and phase-specific assembly topics, including (but not limited to) world sports events, 'Superkind' and both local and global sustainability issues. Events may occur unexpectedly throughout the year which draw pupils' attention to particular areas of the world, and the communities who live and work there.

At Applecroft, we teach Geography to all of the children. We set high expectations and provide the opportunity for all children to succeed, taking account of pupils with SEND and/or disabilities and pupils from all social, cultural and linguistic backgrounds. We recognise that there are children of different abilities in all classes and ensure that we

provide suitable learning opportunities for all children by providing 'Securing' Knowledge Notes, 'scaffolding up' to aid a child's ability, including a range of ways to evidence learning and outcome, and closely monitor the progress of SEND and disadvantaged children through work scrutiny and pupil voice.

7) How do we plan and organise our lessons?

Pedagogy in CUSP is clearly communicated via a wealth of documents and CPD sessions. The emphasis is on strong routines in the classroom, so Geography lessons will follow the same 6 phases as all other CUSP subjects, with which pupils will be and become increasingly familiar:

Connect - Explain - Example - Attempt - Apply - Challenge

This is an 'I do - We do - You do' format and encourages the pupils to move confidently from modelling, to practising, to completing independently through worked examples and building on prior knowledge. Pupils will regularly refer to the topic-specific Knowledge Organiser and their lesson-specific Knowledge Note, as well as consistently using the taught vocabulary.

Teachers plan within their year groups using this guidance and the 'Thinking Hard' tasks from CUSP. All units are regularly updated and teachers are reminded by the Curriculum Leader to plan from the most updated version, rather than rely entirely on previous planning.

- The Foundation Stage spend approximately 1 hour 30 minutes a week covering 'Understanding of the World' topics.
- In Key Stage 1 and 2, Geography is taught as a block, with most afternoons across one week devoted to completing the unit. This may cover two weeks in units where there are more than four 'essential' lessons.

All year groups are encouraged to actively look for opportunities for map work or fieldwork, whether on the school grounds or further afield - the local area offers many relevant places for offsite visits, and the residential trips in KS2 provide opportunities to apply geographical skills in a range of locations, providing a contrast to our local area in Welwyn Garden City.

8) How do we make Geography Inclusive?

At Applecroft School we ensure that our Geography curriculum is accessible to all pupils.

We do this by:

- Recognising and celebrating all steps in progress, no matter how small.
- Ensuring that key geographical vocabulary is explicitly taught, used regularly and relevantly by all adults and pupils in the classroom, and is available in each child's

book for children to refer to in each lesson by removing the vocabulary sheet and having it in front of them as they work.

- Making sure pupils have opportunities for real geographical experiences, utilising the school grounds and taking part in offsite visits, offering regular opportunities to experience meaningful fieldwork that brings this subject to life.
- Bringing geographers into school to talk to the pupils and demonstrate how the subject is relevant outside of the classroom.
- Carefully considering grouping in classrooms to ensure the best outcomes.
- Carefully targeted questioning to extend children's understanding.
- Reduce cognitive load, through the use of knowledge organisers and knowledge notes, and choosing or allowing the children to choose (ownership of learning) 'Advancing' or 'Securing' Knowledge Notes, choosing how to record data collected or research completed.
- Providing alternative methods of recording (paired writing, scribing, matching, Chrome books) and allowing children to choose their preferred method for certain tasks.
- Ensuring resources are accessible for all pupils, including enlarging documents, adapting activities and connecting to individual and community-based experiences where relevant.

9) Contribution of Geography to teaching in other curriculum areas:

The nature of Geography is to consider the world around us and our impact upon it.

Therefore, Geography has strong links with every other subject area. It is particularly closely linked with Science (Physical Processes), History and PSHE (Human Geography), as well as forming part of the Humanities Faculty alongside MFL and History. The Curriculum Leaders ensure joint collaboration on projects which encompass several curriculum areas, and share work within their subject at the termly Faculty meetings. The skills taught in Geography are transferable to other curriculum subjects, such as direction in maths, and class teachers build on skills learnt from other areas within Geography lessons, such as analysing data.

10) What is our approach to equal opportunities (considering disadvantaged)? How do we ensure equal opportunities in Geography?

At Applecroft School we work hard to ensure that all members of our community are treated fairly and with respect. We aim to eliminate inequality through inclusive teaching and a creative and ambitious curriculum, of which Geography is a key part. The study of Human Geography can provide a window to other cultures, as covered in Year 2, Year 4 and Year 6, as well as understanding how and why our local community operates the way it does, through local area studies throughout all key stages. All pupils are supported to access our Geography curriculum through the explicit teaching of vocabulary and measures utilised to ensure both access and output, including scaffolded work and a range of options for

recording. All pupils have an equal entitlement to geographical activities and opportunities regardless of race, gender, culture or class, including the opportunity to partake in residential trips in Key Stage 2. Geography teaching happens in line with the school's Equality and Diversity Policy.

11) How do children record their work?

Pupils are encouraged to record their Geographical work in a range of ways. In EYFS, discussions are recorded and photos taken, alongside interactive areas with geographical themes and key vocabulary displayed and modelled. From Year 1 to Year 6, each pupil has a subject-specific Geography book, where they are encouraged to complete a double page spread every lesson showcasing both their learning and their deeper thinking. Work may be evidenced in a written form or through drawings, symbols or onto printed maps and other materials. Photographs may be used to further evidence fieldwork, and printouts of screenshots of digital work, such as Digimaps, may be included. Pupils may work individually, in pairs or in small groups, and some children may require the support of an adult to access certain tasks, which will also be recorded. All pieces of work will have a Knowledge Note, the short date and evidence of CQs answered. The presentation expectations for Geography books are specified in Appendix A.

12) How do we use feedback to support children's progress?

In line with the school Feedback Policy, verbal live feedback is considered the most effective form within Geography lessons. Class Teachers may, at times, need to summarise ideas or revisit a concept if it becomes clear that the majority of the class may not be secure in this understanding. All work in the Geography books will be acknowledged in some form by the Class Teacher, most commonly through the presence of Green or Orange highlighter in KS1 or 'G' or 'A' codes in KS2, as outlined in the Feedback policy. At times, teachers may indicate where a pupil needs to correct a spelling error through writing 'Sp' in green pen. When able, pupils will self-mark their Cumulative Questions, and may correct or add to previous work in Purple Pen.

13) How do we assess and report children's progress and attainment in Geography?

Cumulative Questions are attached to every lesson and unit in the CUSP Geography Curriculum, aiding class teachers' formative assessment during every lesson. These can also be used as a summative assessment at the end of a unit and to revise understanding of topics at a later date, including across year groups. 'Revisit' topics are also included for all year groups to allow for further response to assessments and monitoring towards the end of the academic year. Overall attitude, progress and attainment in Geography is recorded on each pupil's individual report, issued at the end of the academic year.

14) How do we set home learning?

There is no formal expectation of Geography home learning at Applecroft. At times, class

teachers may assign extra research or quizzes to be completed outside of lessons for consolidation outside of lessons or pre-reading ahead of a topic. This will be communicated via Google Classroom. Curriculum Visions online books and login details are made available via Google Classroom, alongside relevant external links, and referred to throughout the unit.

15) How do we monitor Geography across the school?

A subject-specific evaluation form - the Geography SEF - will be completed every term based on monitoring by the Curriculum Leader. The monitoring carried out for the SEF will relate directly to the Geography SIP for the year, written in the previous July. This monitoring could be in the form of Pupil Voice, Book Looks (with children present to discuss their work) or lesson observations, during which the Curriculum Leader will speak with pupils about their learning. The Curriculum Leader will inform the SLT of the outcomes of monitoring through the Geography SEF, identify areas which require development, and use this information to inform the Geography SIP at the end of the academic year, ahead of the following year. The Curriculum Leader will also report on the results of monitoring to Trustees through Faculty meetings.

16) How is Geography resourced?

The Curriculum Leader will use leadership time to consistently review these resources to ensure they are updated and relevant. Specific resources may be kept in the subject leader's classroom for lending as required, such as compasses. Within year groups, topic-appropriate resources are kept in the classrooms, and the subject leader conducts a regular audit of these, including their condition. The KS1 and KS2 libraries contain books relevant to the Geography units, and every year group has the links to Curriculum Visions (online resource) books in Google Classroom, alongside log in details. Each class has topic specific books in their libraries and are encouraged to display these prominently during teaching of the associated topic. Class teachers may request resources from the Curriculum Leader, who will ask the PTA through funding requests.

17) How do we develop the CPD of staff?

Each CUSP unit has short 'Explainer videos' to increase the confidence of staff delivering the material. There is also a series of short CPD videos available on the CUSP website to ensure teachers have a deep understanding of the curriculum design and pedagogy of CUSP itself.

The Curriculum Leader attends both CUSP and HfL CPD training and ensures that any developments or resources are communicated to the relevant staff. Digimaps regularly provide free training sessions and class teachers can be booked onto these when requested.

18) How do we involve parents in Geography learning?

Parental input is highly valued and respected at Applecroft School. We share Geography topics being taught each term through our curriculum letters and encourage parents to discuss these topics regularly with their children. Parent volunteers accompany geographical work which necessitates leaving the school grounds, such as mapping and fieldwork. Parents support with home learning when allocated, can assist children to access Digimaps and Curriculum Visions resources at home, and may be invited in to talk to pupils if they are involved in an area of geographical interest.

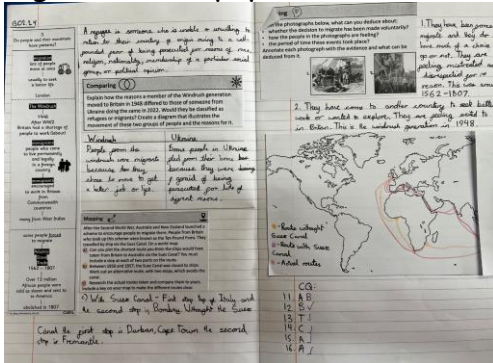
19) How are the Board of Trustees involved?

Link Trustees attend faculty meetings each term, where the Curriculum Leader reports progress made in their leadership, curriculum development and next steps. Trustees may accompany the Geography leader on monitoring activities into the subject, ensuring effective monitoring and speaking directly with pupils about their geography learning. Any Trustees involved in an area of geographical research may be invited in to talk to pupils.

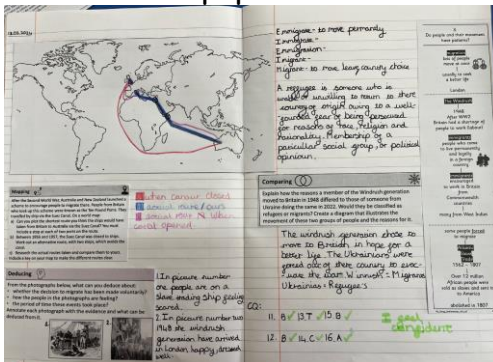
Appendices

Appendix A

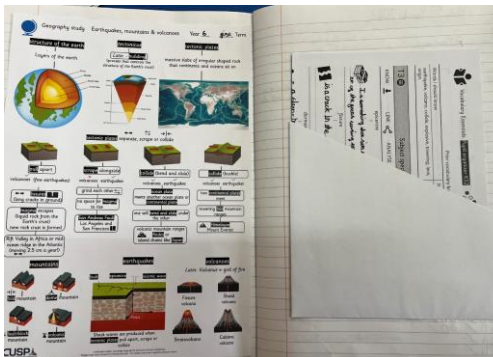
Right-handed pupils:



Left-handed pupils:



Start of each unit:



EYFS:

Documented through photos, recordings and use of Tapestry.

KS1/2:

- All work will be contained in the child's specific Geography book (Orange cover).
- All work dated with short date, underlined in pencil and aligned to the left.
- All work must have a Learning Question, which is printed on the Knowledge Note and stuck in (for left-handed children these will be on the right and for right-handers to the left).
- All work to be completed on a double page spread
- Evidence may include diagrams, pictures, photographs and tasks carried out.
- Diagrams must be drawn in pencil and coloured in using coloured pencils.
- Paragraph breaks should be indented and a clear line.
- Evidence of answers to CQs linked to that lesson displayed clearly on the page.
- At the beginning of each unit of work a 'knowledge organiser' is displayed, with the Year Group and Term completed in the top right hand corner. Pupils may annotate on this as they move through their learning.
- An enlarged version of this will be displayed in the classroom for reference throughout the unit.