Newport CE Junior School

Geography Policy

Date Policy Written and Agreed by Governors:	Date of last review:	Date of next review:
Spring 2026		Spring 2027

'We aspire to ensure that our inclusive, welcoming and loving church school gives children and adults the opportunity to reach their full potential, so that through God's love they can make a difference to the world around them.'

Intent:

It is our intent for the Geography element of our school curriculum to inspire children with a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip children with the knowledge about diverse places, people, resources and natural and human environments. This will lead to a deeper understanding of the Earth's key physical and human processes. By revisiting areas of previous learning, children will gain a bank of new knowledge that will evolve with them as they move through the years at Newport Junior School. Children are encouraged to develop a greater understanding and knowledge of the world, whilst recognising their place in it. The skills children acquire will be valuable and transferable to cross-curricular areas promoting their spiritual, moral, social and cultural development.

Implementation:

Geography at Newport Junior School is taught in blocks throughout the year so that children achieve depth in their learning. Key knowledge and skills have been identified and given consideration to ensure that progression across topics and year groups is achieved. At the beginning of topics, children are given the opportunity to discuss what they already know as well as what they would like to find out. This informs the programme of study and also ensures that lessons are relevant and take account of children's different starting points. Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson as well as how learners will be supported in line with NJS's commitment to

inclusion. Cross curricular links are well embedded within the school with strong links often being seen through Literacy. The local area is fully utilised and many opportunities for learning outside the classroom are embedded into practice.

Impact:

Outcomes in topic and literacy books evidence a broad and balanced curriculum in geography. They demonstrate children's acquisition of identified key knowledge. Children review their successes in achieving the lesson objectives at the end of every session and are actively encouraged to identify their own target areas. Children also record what they have learned comparative to their starting points at the end of every topic. As children progress through the school, they develop a deep knowledge, understanding an appreciation of their local area and its place within the wider geographical context. Children are able to use their current and previous learning to discuss what this means for the future. Alongside this, they gain specialist skills and knowledge ensuring that they are well prepared for the next steps of their education.

The Curriculum:

At Newport Junior School we believe that the curriculum encompasses every experience the children encounter during their time at school. We have developed a curriculum that inclusively ensures that all pupils have access to each of the National Curriculum subject areas as well as a range of other learning opportunities in order to reach their full potential. We aim to promote an understanding of diversity in a variety of ways including through our key values of compassion, courage and community. The curriculum evolves and is responsive to events around us; we want children to leave us able to make a difference.

Statement on developing skills in Geography:

Geographical skills provide the necessary tools and techniques for us to think geographically. They are central to geography's distinctive approach to understanding the Earth's physical and human processes. Children will use these skills across the curriculum and build upon them as they progress through the school.

Special Educational Needs, Disabilities and Inclusion.

At Newport Junior School we believe in a broad and balanced curriculum that allows all children, no matter of ability or need, to access an innovative and imaginative geography curriculum and allow the children to meet their full potential. We do this by setting suitably challenging learning tasks, identifying teaching styles and making adaptations to the curriculum which allows the children to fully participate in all activities regardless of need. Where children are to participate in activities outside of the classroom, for example a visit to a river site such as Ironbridge in the Rivers topic, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils. This is in line with the Equalities Act and school policy.
Inclusion is seen to involve the identification and minimising of barriers to learning and participation, and the maximising of resources to support learning participation. We aim to set suitable learning challenges, respond to pupils' diverse needs and overcome potential barriers to learning for individuals and groups of pupils. Every member of staff shares the responsibility to remove barriers to learning for all pupils, including those with a disability. As a result, we are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils. Interventions maybe carried out during geography lessons which incorporate the key learning facts from the session as well as giving the opportunity to work on the identified target. This will be noted

on children's individual provision map in line with the schools SEN policy. We teach each lesson with reference to the needs identified on the individual provision maps.

Assessment:

Teachers use on-going teacher assessment to help inform their daily planning. Teachers use observations, marking, notes to teacher, peer and self-assessment and daily interactions with children to inform next steps in learning. The children are involved in the assessment of their own work, using success criteria where they evaluate their progress against the learning outcome. They can identify gaps and next steps for learning. Teachers use end of year standards to make their on-going teacher assessment judgments. Teachers and children judge progress in areas of human and physical geography. Geography is formally teacher assessed twice a year, once in spring and again at the end of July, but ongoing assessment to ensure progression occurs during the teaching cycle.

Monitoring:

Over the course of an academic year, the geography leader will monitor the subject in line with the school Monitoring Policy, this will include pupil voice, book looks and analysis of data and will feed into the subject action plan and SDP if particular areas of work are identified.

Resources:

Geography resources are located across the school; either in topic specific year group areas, or under the stair in the main block. All year groups are responsible for keeping the atlases tidy and safe and will report to the Geography Lead if anything needs to be replaced. Resources are to be monitored annually by the Geography Subject Lead.

New resources may be sourced through permission of the Headteacher/ Deputy Headteacher. Resources can be shared through year group team meetings.

Health and Safety:

The school is committed to ensuring that all pupils are safe within the school environment. Please refer to the school's policy for Health and Safety for further information.

Roles and Responsibilities:

Head Teacher and Governing Body

- support the use of appropriate teaching strategies by allocating resources effectively;
- monitor teaching strategies in the light of health and safety regulations;
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- ensure that staff development and performance management policies promote good quality teaching.

Geography Subject Lead

- ensures the effective implementation of the National Curriculum for Geography;
- ensures a high profile of the subject;
- ensures a full range of relevant and effective resources are available to enhance and support learning;

- ensure progression of the key knowledge and skills identified within each unit and that these are integral to the programme of study and secure at the end of the key stage;
- to monitor books and ensure that key knowledge is evidenced in outcomes;
- to monitor planning and oversee the teaching of geography whilst modelling the teaching of the subject;
- to lead further improvement in and development of the subject as informed by effective subject overview;
- ensure that the geography curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment;
- ensure that the geography curriculum takes account of the school's context, promote children's pride in the local area and provides a positive image;
- ensure that approaches are informed by and in line with current identified good practice and pedagogy;
- Completes a subject action plan which addresses key areas for development based on analysis of data and key messages from monitoring.

Class Teachers

- ensure the effective implementation of the National Curriculum for geography;
- follow this agreed policy and related policies;
- Teach high quality geography lessons.

<u>Cultural Capital and SMSC</u>

We provide Cultural Capital for our children through our Geography curriculum in these ways:

- through learning about continents, countries and capital cities around the world,

- through learning about geographical landmarks and features such as volcanoes, major rivers and mountains
- through exploring, as geographers, the outside world as part of field studies and visits

Parent Partnership

Parents are vital in supporting their child's development. It is a partnership where we encourage parents to fully engage in what their child is learning at school and help with any topic related research or enquiry that maybe set: working together to deepen their fascination for the world. Children's progress in geography is reported at Parents' Evening meetings in the autumn and spring terms and in their end-of-year report at the end of the summer term.

T. Marsh
Spring 2026