

**GLEBE PRIMARY SCHOOL**  
**UNITED LEARNING ACADEMY**

**Geography Policy**  
**2024-2025**

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**New Review: Autumn 2025**

Approved by the Local Governing Board on 03.12.24



Signed by: Mr. James Dempster  
Position: Chair of the Local Governing Body

## Geography at Glebe: Intent Statement

Geography teaching at Glebe is **AMBITIOUS**. Together as a whole school we will take a deep dive into our local area, exploring human and physical features and processes, developing our mapping and fieldwork skills, and our knowledge of location and place, including our continent of Europe and the wider world. Our Geography curriculum has our school **CORE VALUES** at its heart. At Glebe we believe that high-quality geography education **inspires** an enduring curiosity and fascination about the world and its people. The **positive mind-set** ethos at Glebe encourages pupils to be inquiring, enthused and adventurous as they learn about the world around them. We will **nurture** a sense of place in our world, firstly by learning about our immediate locality of Southwick and Sussex, and then go onto study and compare significant global locations. We **challenge** children to develop their own lines of enquiry and encourage them to be independent thinkers and widen their geographical knowledge. Our parts based planning model is **ORGANISED AND RESEARCHED**. Teachers have clear guidance and support to help them plan a clear sequence of engaging lessons that develop geographical enquiry. Through this approach **vocabulary** is a focus so that children can verbalise their understanding. This is why it is introduced at the start of every unit for children to have the **ambition** to gain greater knowledge. Our planning model is based upon **BIG QUESTIONS**, focusing on our local area and comparative studies. At Glebe Primary, teaching will equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world will help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. They will learn key geographical skills such as mapping and fieldwork, and use a range of maps, atlases and digital technology to explore their town, country, continent and world. Geography weeks give pupils **VALUED EXPERIENCES** such as visiting and mapping their local area, monitoring the weather, making their own rivers, and experiencing a taste of other cultures. Geography at Glebe is **FOR TEACHERS BY TEACHERS** and takes into consideration the expertise and passions of our staff. Subject leaders consult with year groups to collect feedback on units of work so that they can be developed further.

## How we teach Geography at Glebe

Our carefully crafted curriculum ensures that children study a balance of physical and human aspects of Geography. Every year group begins the academic year with a study of their local area, incorporating the key skills and ideas of the National Curriculum. Giving children the chance to immerse themselves in learning about their immediate environment enhances their sense of place, and develops their locational knowledge. This is especially key for those children in the Early Years and Key stage 1, as they can immediately begin to learn what it means to be a Geographer as they explore their school and community surroundings. We want our very youngest children to feel a sense of belonging and ownership of where they live, learn and play. Glebe Primary is ideally situated for exciting fieldwork projects, as the children have access to the local river, the South Downs National Park, Shoreham beach and Shoreham Harbour. By making use of these locations we want our pupils to ask and ponder three key questions:

What is this place like?

Why is it like this?

How is it changing?

Throughout the year the children will then have opportunities to learn about a range of other locations around the world so that they can make considered comparisons with what is on their own doorstep.

Every classroom at Glebe has access to globes, maps and atlases all year round so that teachers and pupils can refer to them throughout all the curriculum subjects. We strongly believe that Geography encompasses so many key skills, and spans such a range of topics that we highly prize it as a subject in its own right, and one that delves into Maths, PSHE, Literacy and History. Our highly motivated and passionate Geography lead teachers are true champions of this vital area of the curriculum!

## Geography in the Early Years

Geography in the Early Years gives the youngest pupils in our school the chance to explore their new environment and to embed their sense of space and place. Through talk and play we encourage children to assert their identities and recognise that they are part of different communities; their family, their class, their school, their town and finally their world! Through a variety of play based activities children can begin to develop their very early mapping skills and sense of scale by creating small worlds. They can name and describe the features that they see around them, enriching their vocabulary. Throughout the year they can learn about some locations around the world and begin to spot key differences and similarities. Role play, outdoor environments, mark-making, art and food tasting are just some of the

ways in which we can help our pupils to gain a flavour of different cultures, and to also appreciate their own heritage and traditions. Geography is the ideal driver for helping our very youngest to make sense of what is around them.

### **Geography within KS1 and KS2**

As the children move into Key Stage 1 they take a closer look at the human and physical features of their local environment. They grow their vocabulary by exposure to new words and technical terms that describe features and processes. We build upon existing knowledge and encourage deeper questioning and thinking through the themes of food production, local and global weather climates and studying locations in different continents.

During Key Stage 2 the children take a look at the vital role that water and rivers play in our world, the habitat of the amazon rainforest, and the fascinating physical processes that are involved in erosion, mountains, earthquakes and volcanoes. The children will be expected to talk as Geographers using technical language and describing what happens during these processes. An appreciation of how all these factors are linked and interplay with one another is beginning to take shape!

Again there are topics of study that look at a variety of locations around the globe so that by the end of Year 6 our children will have had a taste of life in other cultures, which they would otherwise not experience. Looking at the themes of population, trade, and the distribution of resources we teach the crucial human aspects of Geography, and query how the topography of the land impacts upon the way local people live their lives. We nurture our children into having a sense of citizenship; to be proud of their British values, and to be responsible citizens of the world.

We give opportunities for learning to be presented in a variety of formats, as well as teaching the highest standards of presentation in drawing, recording and writing.

### **Geography modifications**

Greater Depth Students at Glebe

- will show excellent geographical understanding, knowledge and skills
- will be more precise in their use of geographical vocabulary and terminology in their explanations
- will be asked higher order questions which demand analysis and evaluation
- will have opportunities to find their own way through the enquiry process through open ended and structured GDS support consequently problem solving and making decisions for themselves
- will be more independent in their own fieldwork and evaluations
- will be able to use digital technologies to access and enhance their geography understanding
- will be encouraged to think about how to link 'local to global' in geography lessons

Students that require more support

- will have access to enlarged visual resources and simplified text
- will receive scaffolds and writing frames to help them with their written work
- will have opportunities to work in adult-led supported groups
- will have access to a range of maps, globes and digital mapping resources
- will have exposure to our 'working walls' that collate and present clearly all the information that they need
- will be assessed on their geography skills and knowledge, not just their literacy skills

### **Assessment and Monitoring within Geography**

Geography leaders are regularly given allotted time to observe, assess and monitor the teaching and learning throughout the year. Through regular 'book looks', pupil interviews and professional development meetings we can ensure that the delivery of Geography is of a high quality. Geography leaders have regular opportunities to speak with year leaders about the curriculum content and to plan fieldwork. Every unit has clear knowledge organisers and objectives so that teachers can be clear on what they are assessing, and planning includes ideas for modifications for lower and higher attaining pupils.

### **Extra opportunities within Geography**

By the end of their time at Glebe our children will have had the opportunity to:

- Take a class trip to the local park with their class
- Go on a food themed treasure hunt of Southwick Square
- Make a weather diary and monitor the elements in the school grounds
- Visit the local river Adur and make a field sketch
- Make a planned route around Southwick and follow it on a map with a compass
- Explore the local beach and make a field sketch
- Visit the local port at Shoreham harbour