



GEOGRAPHY POLICY 2025-2026

Geography Subject Leader: Miss T Ferguson

‘Geography is a subject which holds the key to our future’ - Michael Palin.

Curriculum Intent Statement

At Owston Park Primary Academy, we provide a bespoke, knowledge-rich curriculum with the purpose of increasing the quantity and quality of what our children know, enabling them to develop a wealth of knowledge and cultural capital to draw upon and build upon throughout their lives. We believe that children need to see how what they are learning is connected to a body of greater knowledge and that knowledge across those bodies is interchangeable.

Children need to understand about concepts, and how these concepts inter-relate. Curriculum literacy requires understanding of the meaning, use and justification of curriculum concepts through respecting individual subject traditions. We have created a curriculum based on distributed practise and regular testing which provides coherence and helps knowledge to move into long-term memory, to become declarative and procedural. Through its structure, defined by details not by titles, children are supported to navigate their way through a meaningful, inter-related curriculum rather than one which is random, based on tenuous skills progressions. Our curriculum is about addressing social injustice so that our children leave us with a love of locality, happiness, dignity and strong emotional literacy. They will leave us with the keys to unlock the powers of the powerful. The national curriculum ‘provides children with an introduction to essential knowledge that they need to be educated citizens.’ It introduces pupils to the best that has been thought, said and done and helps engender and appreciation of human creativity and achievement. At Owston Park we are keen also to emphasise to children the way in which ‘the best that has been thought and said and done’ impacts upon their own life, today, living in North Doncaster. We have a clear idea of what knowledge, words and concepts we want children to learn in each subject. Crucially we also know where the ‘horizontal’ and ‘vertical’ links are. Vertical links are those links WITHIN a subject year to year (the concept of ‘empire’ for example, or ‘warfare’ or ‘colonisation’). Horizontal links are those links ACROSS subjects within a year group (such as linking the study of Romans with a study of Christianity, the concept of settlements, the design of villages, the concept of leadership, Roman artwork etc). The impact of our curriculum will be seen not only in measurable attainment and progress, but in that Owston Park Primary Academy’s students are confident, enthusiastic and curious young people, who are equipped with the knowledge and skills they need to live a purposeful and fulfilling life.

The Rose Learning Trust



TRANSFORMING FUTURES COLLABORATIVELY

Curriculum Themes

Knowledge Rich



The basis of our curriculum is powerful knowledge – by teaching ‘the best that has been thought, said and done’, we open up our children’s minds, ignite their curiosity and engender an appreciation of human creativity and achievement.

Key knowledge for each subject has been carefully considered by subject leaders alongside class teachers, and is codified in our bespoke Knowledge Organisers.

Evidence based



Our cumulative approach is rooted in neuroscience and educational research. We use regular retrieval practise to help to commit key knowledge to children’s long term memory. ‘Memory is the residue of thought’ – the more we think about something, the more likely we are to remember it.

Our assessment reflects this, measuring the knowledge which children retain, so we can be confident that they’ve truly learnt it.

Cumulative and coherently sequenced



Children learn explicitly planned interconnected webs of carefully sequenced and discretely taught conceptual knowledge, which are revisited in subsequent contexts enabling children to build up networks of connected information as schema.

Discretely teaching conceptual knowledge means it becomes easier for children to add new information to existing schema, as new knowledge ‘sticks’ to prior knowledge.

Depth for all



All children receive quality first teaching. Content is not differentiated, so no knowledge is out of bounds for any child, because every student has an entitlement to access powerful knowledge which opens the door to a world beyond our own individual experiences.

New information is introduced in small steps, with lots of modelling and scaffolding, enabling children to build confidence. The culture at Owston Park celebrates mistakes and uses them as a teaching point.

Vocabulary Rich



Vocabulary is explicitly planned for and taught within each unit. Vocabulary is the key to unlocking and understanding the knowledge.

Discussion and structured learning conversations are a key feature of wider curriculum lessons.

Enrichment



Our topics provide the opportunity to bridge our children’s cultural capital deficit through enrichment – educational visits, visitors into school and topic launches.

The substance of the knowledge taught inspires awe and wonder.

Community and Identity



Our curriculum is built on meaningful local links to encourage our children to celebrate our rich heritage.

Parents are invited in at least once per term for topic landings to celebrate children’s learning.

Core skills developed



Topics are underpinned by a key text which draws upon and builds schema to help contextualise the key knowledge which children have learnt.

Opportunities for extended writing are built into the curriculum. There are high expectations of core skills across the curriculum.

Geography Intent, Implementation and Impact

Intent	Implementation	Impact
<p>Have an appreciation of their locality.</p>	<ul style="list-style-type: none"> • Topic launches and landings where appropriate link to the geographical topic, ensuring that learning is engaging and to develop a cultural capital. E.g. walks in the local area, visitors in school, residential visits. • A wide variety of enriching teaching approaches and resources are encouraged, e.g. where geographical current affairs arise, such as earthquakes and natural weather phenomenon, these should be taught with the children, where they link to the topic subject. • The classroom environment is inviting and displays information relevant to children’s learning. This information will link to their local area where possible through maps. • Our onsite Forest School, enables children from all backgrounds to experience the great outdoors, which develops the children’s cultural capital, as well as promoting positive mental health. 	<p>Children will have a better appreciation for their locality.</p> <p>Children will retain knowledge about relevant information about the subject area, pertaining to their locality.</p> <p>Children will be enthusiastic to find out more about their locality and can make links with the history of their local area.</p>
<p>Understand the interdependent process of human and physical geographical features.</p>	<ul style="list-style-type: none"> □ Geography lessons are knowledge rich as well as skills based, children to revisit and build upon their prior learning. □ Geography lessons at Owston Park are taught discretely, to ensure children are aware of how the knowledge and skills they learn fit into the bigger picture of their learning journey. They can appreciate the contribution made by many cultures to the development and application of Geography. □ Children are taught new vocabulary explicitly and are aware of the differing vocabulary for both physical and human geography. 	<p>Children will have a good understanding of the world beyond their local environment.</p> <p>Good understanding between the differences of human and physical geography and can give examples for the area, which they are studying</p>

<p>Competent in geographical skills to collect, communicate and interpret geographical information.</p>	<ul style="list-style-type: none"> □ Geography lessons are knowledge rich as well as skills based, our curriculum has been carefully designed to provide opportunities for children to revisit and build upon their prior learning, through concepts – these concepts enable children to draw vertical links (learning linking to learning in a prior year group) and horizontal links (learning from other topics or other subjects within their year group). □ Geography lessons at Owston Park are taught discretely, to ensure children are aware of how the knowledge and skills they learn fit into the bigger picture of their learning journey. They can appreciate the contribution made by many cultures to the development and application of Geography. □ Children learn how to draw and interpret maps, develop their research and investigation skills as well as problem solving and data analysis. The use of the Onsite Forest School allows children to apply the skills they have learnt; map reading and orienteering for example to a real-life context. Vocabulary is explicitly taught in geography to enable children to develop an understanding of key concepts, which are covered in multiple year groups to ensure prior knowledge is being built on and schema is being developed, allowing deeper conclusions to be drawn. Knowledge Organisers support learning through daily and weekly review □ in learning key dates and vocabulary. 	<p>Children will retain knowledge about relevant information.</p> <p>Children will be able to draw on prior learning to make connections with the geographical knowledge being taught.</p> <p>Children will have a rich vocabulary that they can apply to their learning.</p> <p>Children will have the knowledge to read maps.</p>
<p>Develop contextual knowledge of the location of globally significant places.</p>	<ul style="list-style-type: none"> □ Enquiry based questions enable children to learn knowledge which they then apply, rather than just rote learning facts. □ Children research significant events such as natural disasters and the impact, which they have. Alongside this children are provided opportunities to research and explore more about different countries which are taught alongside their own locality. □ Children are able to make connections between different localities and topics which are studied. □ Children learn about significant individuals from different localities, cross curricular links with other subjects. □ Opportunities are given to contextualise the links between different places using their geographical knowledge and skills. 	<p>Work is of good quality and demonstrates pupils are acquiring knowledge, skills and vocabulary in an appropriate sequence.</p> <p>Children can describe different places through their human and physical features.</p>

<p>Develop Core skills.</p>	<ul style="list-style-type: none"> • Geography lessons provide opportunities for children to develop core skills - children are encouraged to use maths to allow them to analyse differences in temperatures alongside identifying population on a graph for example, and children are given opportunities to read a variety of sources of evidence and write at length during geography lessons. • Children are given feedback on language and literacy skills and expected to correct spelling, punctuation or grammar mistakes in green pen. • Reading is provided as a key source of information in geography. 	<p>Children's geography work reflects the same high expectations of core subject work.</p> <p>Children are proud of their work – this is reflected in their presentation and the quality of the written work.</p>
<p>To enable all children to receive the same quality of geography education, ensuring that children are supported where support is necessary and that all children are challenged and stretched within their learning.</p>	<p>In geography, this looks like:</p> <ul style="list-style-type: none"> • Common tasks which are open-ended and can have a variety of responses; • Setting tasks of increasing difficulty. Not all children complete all tasks, and additional resources are available to scaffold children's learning. • Using classroom assistants to support children individually or in groups. • Children may be taught in small groups for intervention, and vocabulary or key-information from knowledge organisers may be pre-taught to specific children for a keep up, not catch up approach. • Collaborative, group and paired work, which necessitates discussion is used, regularly, wherever possible. Mixed ability groupings, enabling children to learn from their peers and engage in high quality conversation. 	<p>A large proportion of children reach age related expectations in Geography.</p> <p>SEN children and children working towards year group expectations feel supported and enjoy geography lessons.</p> <p>Data monitoring ensures children are targeted for intervention when not on track.</p> <p>Enrichment opportunities are subsidised for pupil premium and disadvantaged children.</p>

THE FOUNDATION STAGE

Geography in the Early Years Foundation Stage, explores the Natural world and people, culture and communities as part of Understanding the World. In the Foundation stage children have opportunities to use the onsite Forest School provision to have a hands-on approach to their exploration of the natural material, understanding their environment and the changes within the different seasons. Children are encouraged to develop an interest in their locality and the world around them, resources such as maps and globes are readily available within provision for the children to explore, alongside geographical vocabulary. Through discussion alongside these resources, children can identify the differences between localities, knowing that places may be warmer.

TIME ALLOCATION

In order to ensure our curriculum is broad and balanced, we teach every subject each term. We understand that time constraints may mean that lessons do not achieve an equal time allocation on a weekly basis, but on a termly basis Geography should be taught with a rough expectation of an hour a week, although this may be more during certain weeks. Geography learning should also be reinforced, when events occur during the year, such as natural disasters.

PLANNING AND ASSESSMENT

The planning process at Owston Park Primary begins with the national curriculum and our curriculum drivers, to ensure that the topics we teach include the powerful knowledge – the best that has been thought, said and done – and are enhanced by our locality and our own unique heritage. From these, subject leaders alongside class teachers have worked together to develop knowledge organisers, which ensure that the key, powerful knowledge is being taught rather than just ‘doing’ a subject. The knowledge organisers are then considered alongside the skills progressions and conceptual knowledge maps to create a series of coherently sequenced lessons to map out the learning journey for each topic. For Geography, the subject leader has created enquiry questions to focus the learning and ensure that the children are developing a good understanding of the past skills rather than just rote learning facts. Formative assessment is an integral and continuous part of the teaching and learning process at Owston Park Primary and much of it is done informally as part of each teacher’s day to day work. Teachers integrate the use of formative assessment strategies such as: effective questioning, clear learning objectives, the use of success criteria, effective feedback and response in their teaching and marking and observing children participating in activities. Planning may be annotated and those who need more support can be identified on plans through use of A.F.L. Findings from these types of assessment are used to inform future planning. Teacher assessment in

Geography gives an accurate overall understanding of children's learning and coloured learning objectives relating to the outcome of each individual lesson give a snapshot of understanding on a lesson by lesson basis. Teachers analyse trends and any common recurrences will inform future planning. Teachers report attainment in Geography to the subject leader who monitors trends.

MARKING & FEEDBACK

- Marking should always be focussed on the Learning Objective.
- Children are given opportunities to self-assess their learning against the Learning Challenge where possible, using the metacognition colours familiar to them.
- Feedback should perform 3 purposes; ensure children understand what they have done well; ensure children are clear about how to improve; ensure children make visible signs of improvement.
- Marking should always 'close the gap' and give an improvement suggestion; of which there are 4 types
 - o a challenge prompt
 - o a reminder prompt;
 - o a scaffold prompt e.g. a questions or unfinished questions, steps to complete tasks
 - o an example prompt
- Children to have opportunities to self and peer assess their work, when appropriate. This should be recorded.
- When the arrow icon is shown it indicates what the next step for the child will be or action to complete, either as a consolidation activity or an opportunity to extend learning.
- Wherever possible, the checking or marking of work will be done with the child who will be given the opportunity to ask questions and self-correct.

INCLUSION

Our curriculum is planned so that all pupils can take part, enjoy learning and achieve their best, whatever their starting points or needs. We use adaptive teaching to support children with different abilities, interests and needs, making sure that everyone feels included and able to succeed. We celebrate diversity and encourage pupils to respect and learn from each other's differences. By removing barriers and providing the right support, we ensure every child has the opportunity to thrive and develop a love of learning.

DIVERSITY

At Owston Park, we are committed to ensuring that our curriculum reflects the diversity of wider society and the world. We recognise that geography provides a powerful platform for children to explore how different communities live, work and interact with their environments and how our world is interconnected. We actively weave diversity through our Geography teaching by:

- Exploring a wide range of countries, cultures and landscapes, ensuring that children develop a broad and balanced view of the world.
- Examining how different communities adapt to and shape their environments, celebrating the richness of human diversity.
- Using case studies that represent both local and global contexts, with a focus on voices and perspectives from a variety of cultures, enhanced via the Lyfta platform.
- Challenging misconceptions and stereotypes about countries and communities, fostering respect and empathy.
- Encouraging children to consider issues of inequality, sustainability and global citizenship through supporting texts.

By weaving diversity throughout our geography curriculum, we help pupils to develop a deeper understanding of the world around them, appreciate cultural differences and similarities, and become responsible global citizens who value inclusion and respect.

MONITORING AND SUBJECT LEADERSHIP RESPONSIBILITIES

The subject leader's role is to empower colleagues to teach wider curriculum lessons to a high standard and support wider curriculum subject leaders in the following ways. Their role includes leading, managing, monitoring, motivating, training and guiding colleagues.

- Knowing the curriculum requirements of their subject throughout school, and using their knowledge of their subject to create road maps of the learning journey and assist teachers in developing knowledge organisers, ensuring that the content maintains fidelity with the national curriculum.
- Subject leaders monitor medium term plans and work alongside class teachers to ensure that pupils receive full coverage of the National Curriculum.
- Showcasing and raising the profile of their subject throughout school, e.g. through thematic days, displays etc.
- Monitoring their subject through book scrutinies, lesson observations, data analysis and pupil interviews to ensure comprehensive monitoring of wider curriculum subjects and to inform them of the quality of the wider curriculum provision across the school.
- Keeping up to date on current issues; disseminating relevant information and providing training for staff members (either directly or through other professionals).
- Identifying and acting on subject specific development needs of staff members with support from SLT - books are scrutinised by SLT throughout the term with a compliance check completed half termly and feedback is provided.
- Monitoring expectations, provision and attainment across the school and providing feedback to develop practice further in order to raise standards.
- Providing necessary equipment and maintaining it to a high standard, managing the subject budget effectively.

WIDER CURRICULUM NON-NEGOTIABLES

- Topic launches to be an exciting, awe-inspiring event to engage and excite children.
- Key vocabulary should be displayed within the classroom, as should resources which support key knowledge e.g. timelines, diagrams.
- Learning objectives and titles to be present in children's books. The title should contain a context and a 'so that' so children understand how what the activity links to the learning. The learning challenge should be highlighted in the corresponding colour according to the metacognitive level achieved.

- Vocabulary, particularly referring to the subject's concepts, should be explicitly taught within the lesson.
- Presentation expectations in wider curriculum lessons to mirror expectations in core subjects.