

Penwortham Broad Oak Primary School

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Geography Policy

Policy



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Date: September 2025

Review Date: September 2027

Approved by: Governing Body

Vision and Ethos

At Penwortham Broad Oak Primary School, we believe that every child has the right to an excellent education that inspires curiosity, builds confidence, and nurtures a lifelong love of learning. Rooted in our ethos of 'Believe and Achieve', we are committed to creating a safe, inclusive, and stimulating environment where all children are empowered to reach their full potential.

We believe children should be a high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should 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 should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Geography Policy – Penwortham Broad Oak Primary School

Aims

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Inclusion.

At Broad Oak Primary School we believe that all our children are entitled to benefit from access to a curriculum which takes account of unequal starting points, regardless of race, gender, intellectual and physical activity. (cf Inclusion policy)

Curriculum and school organization

The syllabus will be taught using the adapted units from the Plan Bee scheme. Each year group will be taught a 3 units throughout the year. Each unit is linked to previously taught units and links are made as the children progress. We have designed the curriculum to ensure the requirements of the national curriculum are met and that a mixture of world and local geography is taught.

As with all other areas of the curriculum geography is taught using a wide variety of strategies for teaching and learning. The curriculum booklet outlines the objectives of each unit. The teaching and learning activities for each curriculum unit is explained in detail in the curriculum booklet.

Resources

All resources are provided within the Plan Bee scheme with extra resources kept in the Year 5 cupboard to support teaching, for example: sets of atlases and specific information books.

Planning

All planning is found within the adapted Plan Bee scheme. Refer to the geography curriculum booklet found on the school website.

Subject Leader

The geography subject leader is responsible for co-ordinating the subject, liaising with staff, delivering INSET as the School Improvement Plan requires, purchasing resources and managing the budget.

Cross Curricular Issues

The school recognizes the extensive cross curricular links that are possible through geography. Links are made between maths, English, R.E. and physical education whenever possible. Units have been positioned within the school curriculum map to exploit and many cross curricular links as possible.

Monitoring & Evaluating

Each class has a geography book with a Knowledge Organiser for each unit stuck in the book at the start of each unit. Each unit also has a quiz that is carried out at the start and end of each the unit. Teachers will use these to inform teacher assessments which will be added to the pupil tracker each term.

The geography books are monitored bi-annually with a SERF completed and feedback given to staff.

Special Educational Needs

At Penwortham Broad Oak Primary School we are committed to ensuring that all policies reflect our inclusive ethos and support the needs of every learner. In line with the Special Educational Needs and Disabilities (SEND) Code of Practice, we strive to:

- Provide equal access to opportunities for all pupils, including those with SEND.
- Ensure that reasonable adjustments are made to remove barriers to learning and participation.
- Promote high expectations, independence, and achievement for all pupils, regardless of need or background.
- Work collaboratively with families, external agencies, and staff to identify and meet the needs of pupils with SEND.
- Embed a graduated approach to support, ensuring early identification, targeted intervention, and regular review.

This policy should be read in conjunction with our SEND Policy and Equality Policy, which outline our broader commitment to inclusion, accessibility, and the celebration of diversity.