



# Geography Policy

This policy was agreed in March 2025 and will be reviewed in March 2027

Chair of Governors

Date

Headteacher

Date

## **Introduction**

At the Peak Federation, Geography enables pupils to make sense of the world by developing their understanding of places, environments, processes and connections. Through the National Curriculum for England, pupils progressively develop locational knowledge, vocabulary and conceptual understanding, beginning with their immediate environment and extending to the wider world.

The teaching of Geography is informed by the Royal Geographical Association (RGA), which emphasises enquiry-led learning, the EEF's evidence-informed practice— including vocabulary instruction and The Ofsted 2025 Toolkit and Ofsted Geography Subject Report findings (2023–2025), which informs our focus on inclusion, adaptive teaching, curriculum coherence, and strengthening fieldwork and disciplinary knowledge.

## **1. Intent**

The intent for the teaching of Geography at Peak Federation is to provide an ambitious, well-sequenced geography curriculum that enables all pupils to learn more and remember more, building secure substantive knowledge (facts, concepts, places, processes) and disciplinary knowledge (how geographers investigate, analyse, interpret and argue). This draws on key geographical concepts such as place, space, scale, sustainability, interconnection and change.

Our curriculum:

- Develop knowledge and understanding of diverse places, people, resources, and environments.
- Foster a sense of curiosity about the world and how it works.
- Encourage children to investigate and understand the relationship between their local environment and the wider world.
- Equip students with the geographical skills needed for understanding and engaging with their surroundings.
- Promote critical thinking and problem-solving skills related to geographical concepts.
- Embeds sustainability and global awareness throughout KS1 and KS2.
- Ensures SEND pupils work towards the same ambitious curriculum goals through adaptive teaching.

## **2. Implementation**

Geography is delivered through enquiry-led units that progressively build pupils' substantive and disciplinary understanding across each year group.

### **Curriculum Design and Sequencing**

- Clear sequencing within and across topics.
- Intentional revisiting of key concepts using workbooks and dojo portfolios.
- Links between units to prevent isolated learning using working walls.
- Use of subject specific vocabulary used as pre and post unit assessment.

### **Adaptive Teaching**

Peak Federation is committed to an inclusive approach in Geography education. To ensure all pupils can succeed—including those with SEND—we use adaptive teaching strategies:

- Scaffolds, structured talk frames, modelled examples, visual supports.
- Pre-teaching of essential vocabulary.
- Varied representations to reduce cognitive load.

### **Disciplinary Knowledge**

Pupils learn to:

- Ask geographical questions.
- Gather, analyse and evaluate data.
- Interpret maps and digital sources.
- Construct evidence-based explanations.

### **Parental Involvement**

We encourage parents and carers to engage with the geography curriculum through:

- Participation in school trips and local studies.
- Supporting children with research projects given as homework tasks.

## **Professional Development**

- Engage in continuous professional development opportunities, including training sessions, workshops, and collaborative planning with other staff with Bamford Primary School and with our federated school in Grindleford.
- Share good practice within the school through peer observations and reflective discussions.

## **3. Impact**

We evaluate impact through pupil work including pre and post unit vocabulary tasks, fieldwork evidence, low-stakes quizzes, retrieval practice and discussions. Assessment reflects both substantive and disciplinary knowledge. In addition, Regular monitoring of teaching and learning will be carried out by the Geography subject leader, classroom observations, book scrutiny, and assessment outcomes to ensure standards are maintained and to identify areas for improvement.

## **We measure**

- The progression across key stages.
- Pupils' ability to apply prior learning to new units of work.
- How SEND pupils access Geography.

## **Conclusion**

By the end of KS2, pupils will be confident, capable geographers with a secure body of knowledge, strong disciplinary skills and a deep interest in the world.