

# Geography Policy



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Approved by:	Headteacher
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This policy is scheduled for review on:	Every 3 years or on updates

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## Policy Statement

This policy outlines Manor Multi Academy Trust's ('we' / 'our' / 'us') expectations of our employees' ('you') in relation to the Geography Policy.

We are committed to equality and value diversity. As such we are committed to fulfilling our Public Sector Equality Duty (Equality Duty) obligations and expect all staff and volunteers to share this commitment.

This policy should also be applied in accordance with: our Staff Code of Conduct, Safeguarding and Child Protection, ICT Acceptable Use Policies and Procedures and Curriculum Policy. Copies of all policies and procedures can be accessed via the **All MAT Staff** area on Teams.

The Equality Duty requires us to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, and victimisation.
- Advance equality of opportunity.
- Foster good relations between people who share protected characteristics, such as age, gender, race and faith, and people who do not share them.

If you consider that any of our practices, policies or procedures may be indirectly discriminatory, you should report your concerns and the basis for them to your line manager, who will take appropriate action and ensure that you receive a written response in respect of the concerns that you have raised.

This policy does not form part of your contract of employment. We reserve the right to amend or withdraw this policy at any time.

We are responsible for ensuring the effective implementation of this policy. As part of equality monitoring, we will review and monitor the operation and impact of the policy on a regular basis and in accordance with the policy review date. As part of this monitoring and review this policy will be equality impact assessed.

## Scope

This policy applies to employees, workers, agency workers, consultants, volunteers and pupils, whether during working hours or otherwise.

## Aims & Principles

At East Park Academy, as part of the Manor Multi-Academy Trust (Manor MAT), we are committed to embodying the "Manor Mindset" in our geography curriculum. The Manor Mindset, focusing on integrity, resilience and excellence, shapes our approach to building a vibrant and engaging learning environment where learners connect with the world around them. This policy outlines how we aim to foster meaningful engagement with learners, families and the broader community through the exploration of geographical topics, helping every learner understand their place within the local and global landscapes.

The Manor Mindset drives us to encourage learners to actively explore the physical and human aspects of geography, nurturing curiosity about different places, environments and cultures. We seek to bring geography alive by using enquiry-based learning, fieldwork and practical activities that inspire a deep understanding of our ever-changing world. By emphasising effective communication, we ensure that the geographical knowledge and skills imparted are internalised and applied beyond the classroom, leaving a lasting impact on learners' awareness of their world.

Resilience is cultivated through challenging learners to think critically about environmental issues, human impact and the interconnectedness of ecosystems. Our teaching techniques—ranging from collaborative map work to community-based projects—are designed to strengthen learners' ability to analyse, interpret and draw conclusions, all in line with the Manor Mindset's commitment to excellence. By embedding values such as curiosity, respect for diverse perspectives and an appreciation for our planet, this policy aims to nurture globally aware citizens who are well-prepared to face the challenges of the future. Our curriculum helps each learner to connect with their community and the wider world in a way which is meaningful to them help create brighter futures together.

## Vision

At East Park, our intent for geography education is to develop a strong foundation of knowledge, skills and character—empowering learners to contribute meaningfully to their families, community and the world. Our geography curriculum is guided by the East Park 8 values: Voice, Creativity, Independence, Collaboration, Leadership and Responsibility, Determination, Kindness, and Self-Belief. These values shape our learners' experiences, ensuring they grow into confident, capable and compassionate individuals who are curious about the world.

We prioritise voice by giving learners the confidence to discuss and express their thoughts on geographical topics and creativity is encouraged through exploring and presenting geographical information in varied, imaginative ways. We promote independence by equipping learners to investigate and research independently, building resilience and adaptability. Collaboration is key to learning in geography, as learners work together to explore, map and understand diverse environments.

Leadership and responsibility are fostered as learners care for their environment and take responsible actions for sustainability. We emphasise determination by encouraging learners to overcome challenges in fieldwork and geographical enquiry, developing perseverance. Kindness underpins our exploration of different cultures and environments, fostering empathy and an appreciation of diverse ways of life. Finally, self-belief is nurtured as learners develop confidence in their geographical skills and understanding, trusting in their ability to contribute to discussions on global issues.

Our geography curriculum aims to be purposeful, engaging and inclusive, adapting to meet each learner's needs while providing access to age-appropriate, challenging content. Ultimately, we strive for every learner to leave East Park with a deep understanding of geography, a curiosity about the world and the knowledge, skills and character to grow both in mind and heart, enabling them to be as happy as they are successful.

## Intent

At East Park Academy, we are geographers.

*“Without geography, you’re nowhere,” Jimmy Buffett.*

Our geography curriculum is coherently sequenced to ensure all learning builds on prior knowledge, progressing towards meaningful goals. From EYFS, where learners develop basic locational awareness and observational skills, to KS1, where they begin to describe and compare environments, learners build foundational geographical skills. By KS2, they advance to complex map work, field studies, and analysing human and physical processes, enhancing their enquiry-based approaches. This progression of disciplinary skills ensures learners are well-prepared for KS3, where they will apply these skills to understand global interactions, make informed judgements and conduct independent investigations. We blend established teaching fundamentals with modern research to inspire enquiry and critical thinking, preparing our learners for the changing world around them and for life beyond school.

We believe that geography is an important part of our curriculum because it...

- Allows us to learn about our locality and its place in the world.
- Allows us to gain knowledge about the world beyond our own experience.
- Encourages us to consider how we can impact our environment and gain an understanding of our role and responsibilities in the world.
- Allows us to gain a deeper understanding of the planet’s movement, changes, and systems.
- Provides the opportunity to pose questions about the world and seek answers.
- Encourages us to examine, understand and begin to develop our own perspectives on issues which have no single or straightforward answer.
- Helps us to become global citizens.
- Allows us to learn about different cultures.
- Enables us to develop a sense of excitement and curiosity.

Without geography, we would not be able to...

- Recognise that there is a world beyond their own experience.
- Understand the world around them and how they use geography in their daily lives.
- Ask questions, discover changes and understand the importance of global interdependence.
- Gain a deeper awareness of a place and how they are shaped by humans, earth, and climate.
- Make sense of and appreciate different cultures around the globe.
- Develop a sense of excitement and curiosity about the world in which they live.

## Implementation

At East Park Academy, our curriculum incorporates the statutory requirements set out in the Early Years Foundation Stage framework and the National Curriculum but has been designed to go above and beyond this to provide learners with enriching learning opportunities that enhance their cultural capital. Our bespoke curriculum has been personalised to our school's geography and pupils' unique experiences.

Our carefully designed schemes of work ensure a progression of geographical concepts, knowledge and skills from Reception to Year 6. The following key geographical concepts are at the core of our curriculum:

- Place
- Space
- Scale
- Interconnections
- Physical and human processes
- Environment and sustainable development

Geographical vocabulary is also planned for and continually built upon to support learners to 'think and talk like a geographer'.

Geography is taught termly in discrete 3-week blocks, to ensure depth in coverage and to aid learners' recall and retention of their learning. Medium term plans for each topic reflect prior learning and future learning, including the future KS3 curriculum expectations, to ensure learning is well-sequenced and progressive. Links are explicitly made between their geography topics and other curriculum subjects, to further enable learners to build secure mental schema of the themes being taught.

We are committed to teaching high quality geography lessons that meet the needs of our learners. Across their lessons, children will:

...know	<ul style="list-style-type: none"> <li>- Key locational information about the UK and the wider world.</li> <li>- How the regions within the UK are similar and different and how these compare to a region in Europe and in South America.</li> <li>- The difference between human and physical geography.</li> <li>- How to use maps, atlases, globes and digital/computer maps.</li> <li>- The eight points of the compass, four and six-figure grid references and symbols and keys.</li> </ul>
...be able to	<ul style="list-style-type: none"> <li>- Interpret a range of sources of geographical information including maps, atlases, globes and diagrams.</li> <li>- Use fieldwork to collect, analyse and interpret data.</li> <li>- Ask questions like a geographer.</li> <li>- Understand and appreciate different cultures around the world.</li> </ul>

<p>...have experienced</p>	<ul style="list-style-type: none"> <li>- Fieldwork skills.</li> <li>- Offsite visits linked to geography learning.</li> <li>- Memorable and enjoyable learning experiences.</li> <li>- Regular enquiry-based learning.</li> </ul>
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## Impact

Formative assessment of a learner's progress takes place during each lesson through questioning, observation and written outcomes. As part of the East Park Academy feedback policy, verbal feedback is given to the learners regularly and over the shoulder marking happens where necessary so that immediate feedback can be given and acted upon.

Learners are assessed against identified criteria in a final assessment task three times per year and this is used to identify gaps or misconceptions that learners have and to inform future planning, including 'Return and Explore' sessions. These assessments inform the summative assessment that teachers make at the end of each academic year. As a result, learners make rapid and sustained progress from their relative starting points.

Lessons and outcomes are monitored frequently by the geography subject lead, along with pupil voice discussions, and evaluations of these are used to continually enhance our curriculum design and delivery.

## Breach of Policy

Any breaches of this Policy will be managed under the Trust's Disciplinary Policy and Procedure, which can be located in the **All MAT Staff** area on Teams.