



Dallimore Primary & Nursery School

Geography Policy

Introduction

Geography provides a means of exploring, appreciating and understanding the world in which we live and how it has evolved. Geography explores the relationship between the earth and its people.

Geography stimulates curiosity and imagination and we aim to develop skills, understanding and knowledge through studying places and themes.

We encourage children to learn by experience and we value fieldwork as an integral part of the Geography curriculum.

This policy outlines the learning, teaching, organisation and management of Geography at Dallimore Primary and Nursery School.

The implementation of this policy is the responsibility of all teaching staff. The responsibility for monitoring and review rests with the Geography Co-ordinator.

Aims

Through our teaching of Geography we aim to:

- Stimulate pupils' enthusiasm for, and curiosity about their surroundings and the wider world.
- Increase their knowledge and understanding of the different communities and cultures within Dallimore Primary and Nursery School, Derbyshire, Britain and the world - and how these relate to each other.
- Increase their knowledge and understanding of the changing world.
- Encourage pupils to ask questions and propose solutions to environmental problems within Dallimore Primary and Nursery School and the wider world.
- Develop pupils' competence in specific geographical skills (such as use of maps, secondary sources, computing, aerial photographs, data logging equipment and considering evidence from a range of sources).
- Foster a sense of responsibility and respect for our school grounds, earth, its people and its resources.

Through Geography we can also:

- Improve pupils' skills in literacy, numeracy and computing.
- Develop pupils' thinking skills.
- Promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues.
- Develop pupils as active citizens.

Intent

In geography, we don't use a specific scheme to guide our planning. Instead, we use 7 knowledge categories that run through the entirety of our geography curriculum from Year 1 to Year 6 with slightly different early learning goals. These knowledge categories are covered in all year groups consistently and built upon as children move through school in order to develop meaningful schema.

Our geography curriculum fully aligns to the National Curriculum as we have ensured that each geography block covers all of the seven knowledge categories which in turn are broken down from the four aspects of geography covered in the NC (location knowledge, place knowledge, human and physical geography, field work).

Our intent is to deliver a broad curriculum that gives children the opportunity to build upon their previous learning in a more coherent and cohesive way, enabling them to make links to things they have learned in the past.

The key learning that will take place in each unit is broken down into composites and components. These are the end goals and small steps that are needed to achieve these end goals. These are used to support teachers' planning and drive lesson content.

Pedagogical approaches

Learning is defined as a change in the long-term memory.

As with nearly all wider curriculum subjects at Dallimore, we take a consistent approach to ensure the children know and remember more. Firstly, we do a vocabulary check before the lesson for Tier 2 and Tier 3 vocabulary, ensuring that there are no barriers to the children's learning before the lesson starts. Retrieval practice will take place at the start of every lesson, before the vocab check, to ensure children remember the content from the previous lesson(s). In addition, quick quizzes will take place throughout the lesson to check understanding and ensure that children are able to remember key pieces of information and build fluency. This is based on Rosenshine's principles of checking for understanding.

Geography lessons also follow the Chris Quigley approach of BAD tasks (basic, advancing, deep) to ensure that children build upon knowledge as the lesson progresses and cognitive demand increases through the tasks. Children will complete a Make It Stick activity at the end which outlines the key knowledge children should have learned by the end of that task/lesson. In geography in particular, the 7 knowledge categories will enable children to connect information that they have learned previously. Geography retrieval practice is also part of Flashback Fridays which gives children an opportunity to cover all of what they have learned in the wider curriculum and ensure that learning sticks. Children also engage in Deep Retrieval Tasks (DRTs) across Key Stage 1 and 2. This allows children to revisit previously taught knowledge and demonstrate their understanding and recall of concepts.

Teaching primary geography through the principles of dual coding involves deliberately combining verbal explanations with meaningful visuals - for example, pairing key vocabulary with maps, diagrams, or annotated photographs. This approach helps pupils build clearer mental models of geographical concepts by linking words to images, rather than relying on language alone. For instance, when learning about rivers, pupils might study a labelled diagram while hearing and using terms such as "source", "meander" and "mouth", strengthening both understanding and recall.

This is important because the brain processes verbal and visual information through separate but connected systems; when both are used together, pupils have multiple pathways to remember and retrieve knowledge more effectively. Dual coding also helps reduce cognitive overload, as information is spread across different channels rather than overwhelming a single one, making complex geographical processes easier to grasp. As a result, learning becomes more durable, with pupils better able to recall and apply their knowledge in later tasks.

Sequences of learning and capturing knowledge

A geography sequence of learning will (usually) be split into 6 or 12 lessons. Each of these lessons will build upon one or two specific knowledge categories that the children will already have done topics related to. For example, Maps in Y3/4 will build upon local knowledge covered in Y1/2 which is built upon in Y5/6. First identified is the sticky knowledge we want children to know - this is put into a knowledge organiser. Each of the 6 lessons focuses on one or two pieces of sticky knowledge, ensuring that the vocabulary that is also on the KO is evident in lessons.

Knowledge organisers capture the key sticky knowledge. Progression documents map out both semantic and procedural knowledge.

The Early Years Foundation Stage

We encourage the development of skills, knowledge and understanding that help reception children make sense of their world as an integral part of the school's work. As the reception classes are part of the Early Years Foundation Stage, we plan opportunities based on the EYFS non-statutory framework. The non-statutory framework statements for Geography can be mainly found in the EYFS Specific Area of 'Understanding the World'. The statements support the curriculum planning for children aged birth to five and forms the foundations for later work in Geography. These early experiences include: exploring and investigating, drawing on their own personal experiences and observing closely using their senses. They will also include using age appropriate software and technology.

The role of the Geography Coordinator

It's the responsibility to ensure that they are up to date on any changes/progressions to the geography curriculum. It's vital that they are at the forefront of geography and provide opportunities for the children and the staff to fully embrace geography at Dallimore. This could be in the form of CPD, trips for the children etc.

It is important that if teachers are unsure about an aspect of geography, they have the necessary tools to enhance their own knowledge. That means that they should make themselves available for discussions should teachers need it as well as providing them with outlets such as the RGS. In addition to this, there are opportunities for them to use subject leader time to support teachers with planning.

Assessment

Formative - formative assessment in geography is similar to that of most other wider curriculum subjects in that we have various assessment methods throughout the lesson to ensure children are remembering what they are being taught such as our questioning, retrieval practice and MIS slips. The assessment matrix is used to support teachers in making accurate judgements about children's attainment in geography.

Summative - MIS slips can also form part of our summative assessment as they take place at the end of the lesson as well as our end of unit quizzes and Flashback Fridays. EOU quizzes are our main baseline to check that children know and remember more of the knowledge specified in the composites and components.

Monitoring and Evaluation

The teaching and learning of Geography will be monitored through the analysis of medium term planning, pupil interviews, analysis of assessment data and scrutiny of work samples and lesson observations, in line with the school development plan.

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