



Ouston Primary School Geography Policy

Curriculum Statement

Intent

At Ouston Primary School, the Humanities curriculum is structured around high-quality, enquiry-based learning programmes. These enable pupils to develop disciplinary thinking and substantive geographical knowledge in a clearly sequenced, progressive manner. Each enquiry is centred around a key question supported by layered sub-questions, ensuring depth and avoiding superficial coverage.

We aim to “do less, better” by selecting only the most meaningful knowledge, allowing pupils to **secure and retain core concepts over time**. Teachers have a clear understanding of the intended end points for all pupils and the progression from EYFS to Year 6.

Geography Purpose

Our policy aims to:

- Highlight the value we place on geography and pupils’ development as young geographers.
- Set out a clear entitlement to high-quality geographical learning for every pupil.
- Clarify expected subject outcomes and progression.
- Ensure continuity, sequencing and progression in both substantive and disciplinary knowledge.
- **Specify how misconceptions will be identified and addressed at each stage of learning.**
- Outline how geographical knowledge, understanding and skills will be assessed and communicated.
- Provide clarity on the pedagogical approaches underpinning effective geographical learning.
- Ensure systems are in place for monitoring standards and identifying professional development needs.

Curriculum Vision

Studying geography enables pupils to understand the interactions between people and environments. Many pupils will live into the next century, facing global challenges such as climate

change, migration and resource management. Our curriculum prepares them by developing their ability to think critically, analyse spatial patterns and understand human-environment interactions.

We commit to:

- Ensuring pupils access geographical learning that is **ambitious, challenging and coherent**.
- Providing a curriculum that contributes to pupils' academic and personal development.
- Ensuring geography develops pupils' cultural capital, environmental responsibility and global awareness.

In accordance with the importance we attach to geography, our provision will:

- Stimulate curiosity about diverse places and cultures.
- Foster awe and wonder of the natural world.
- Develop informed concern for the environment.
- Promote sustainable thinking and responsible citizenship.
- Enable critical enquiry, data interpretation and geographical communication.
- **Support pupils in making connections between prior learning and new concepts to ensure long-term retention.**
- Promote understanding of global interdependence.
- Build cultural capital through regular fieldwork.

Curriculum Intent

Our geography curriculum from EYFS to Year 6 is:

Aspirational

- High expectations are reflected in clear and increasingly challenging end points of learning.
- **End points are explicitly linked to the progression of concepts such as place, space, scale, interdependence and sustainability.**

Coherent

- Content selections reflect a broad and balanced range of human and physical geography.
- Topics address contemporary issues such as climate change, population change and economic activity.

Sequenced

- Prior knowledge is revisited, built upon and deepened.
- Concepts introduced in KS1 reappear in more complex forms at KS2.

- **Leaders ensure that all teachers understand the curriculum sequence and implement it consistently across year groups.**

Progressive and Challenging

- Knowledge and skills progress in ambition as pupils move through school.
- Geographical techniques (fieldwork, mapping, data handling) are revisited with increasing complexity.

Continuous from EYFS

- Strong alignment with EYFS “Understanding the World” ensures smooth transition.

Inclusive

- All pupils access the same curriculum, with tailored support where needed.
- **Adaptations do not remove challenge or diminish curriculum ambition for any group.**

Curriculum Planning and Organisation

Provision is carefully structured across long-term, medium-term and detailed schemes of work.

The curriculum ensures:

- Increasing breadth and scale of study.
- Progression from factual knowledge to conceptual understanding.
- **Explicit teaching of tier 2 and tier 3 geographical vocabulary.**
- Growing expertise in geographical skills and techniques.
- Increasing emphasis on issues-based enquiries.

Leaders ensure planning documents are used consistently and effectively across all classrooms.

Curriculum Implementation – Learning Through Enquiry

Learning is structured through key-question-led enquiries. Teaching is interactive, practical and designed to facilitate independence.

Implementation is strengthened through:

- Varied learning activities enabling all pupils to demonstrate understanding.
- Multiple ways of recording outcomes to ensure accessibility.
- Knowledge organisers used collaboratively throughout each enquiry.
- **Regular retrieval practice strategies (quizzes, discussion, mapping tasks) to reinforce long-term memory.**
- **Systematic identification and correction of common misconceptions (e.g., continent vs. country, weather vs. climate).**

Fieldwork

Fieldwork is integral from EYFS to Year 6. It develops observational, analytical and recording skills.

We ensure:

- High-quality, purposeful fieldwork is embedded in every phase.
- Strong links exist between fieldwork and classroom learning.
- **Fieldwork is planned progressively, ensuring that skills build cumulatively rather than being repeated at the same level.**
- All pupils can access fieldwork opportunities regardless of need.

Curriculum Impact – Assessment

Assessment focuses on progress towards the end points of learning.

We ensure:

- Evidence is gathered from a range of sources including discussion, practical work, fieldwork, and written outcomes.
- Teachers make best-fit judgements based on accumulated evidence, not isolated tasks.
- **Moderation takes place termly to ensure assessment is accurate, consistent and reliable across classes.**
- **Pupils know more, remember more and can apply their geographical learning with increasing independence.**

Clear criteria describe what “working at greater depth” looks like.

Inclusion

We ensure:

- All pupils access a full and ambitious geography curriculum.
- Differentiation is achieved through support, scaffolding and high-quality instruction.
- Assessment methods are inclusive of all learners.
- **EAL learners receive explicit vocabulary instruction and visual scaffolds to support conceptual understanding.**

Connecting Geography to the Wider Curriculum

Where appropriate, meaningful links are made to English, science and mathematics.

We ensure:

- Extended writing opportunities support literacy development.
- Cross-curricular links strengthen understanding rather than dilute geographical rigour.
- **Mathematical links (data handling, grid references, scale) are explicitly planned and taught.**

Monitoring, Evaluation and Professional Development

Monitoring includes:

- Work scrutiny
- Lesson observations
- Pupil voice
- Planning reviews

We ensure:

- CPD addresses identified subject-knowledge needs.
- **Leaders use insights from monitoring to evaluate curriculum impact, not just compliance.**
- The subject leader engages with national guidance, research and professional networks. **(e.g., GA, RGS, Ofsted subject reviews)**
- Findings inform the annual Geography Action Plan.

Policy Review

This policy will be reviewed in accordance with the school's review cycle and no later than **June 2027**.