The Levett School

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Positivity | Determination | Reflection | Integrity

Geography Policy

Policy agreed by Headteacher on:	03.11.2026
Review date for Headteacher:	November 2026
Allocated Group/Person to Review:	Emma Place
Agreed frequency of Review, by allocated person:	Every 2 years
Last Review date:	03/11/2026

Melton Road, Sprotbrough, Doncaster, DN5 7SB

City of Doncaster Council

Levett School Geography Policy

The Levett School believes that Geography should be used to inspire children's curiosity and fascination about the world and its people, serving as a vital foundation for understanding how human and physical systems interact. By establishing a "sense of place" early on, primary geography helps young learner's transition from understanding their immediate, concrete local environments to comprehending more abstract, global concepts. In line with the National Curriculum, we use carefully sequenced lessons, inspired by the Cornerstones Curriculum, to enable pupils to aim high and build on what they already know and understand, whilst offering an exciting curriculum creating enjoyment within every lesson

Our Cornerstones curriculum pedagogy is based on four distinct stages (known as the Four Cornerstones) which aim to give clear direction – through a carefully sequenced, interconnected and knowledge-rich planning sequence – for both teaching and learning:

Engage – Develop – Innovate – Express

- Engage in memorable experiences that stimulate children's curiosity, leading them to ask questions and talk about their prior learning.
- Develop new skills and knowledge by delving deeply into a theme, where children make links, create, explore, make, read and write.
- Innovate by returning to prior knowledge and skills so that children can use and apply these in new contexts (in and out of school).
- Express what has been learned by providing opportunities for children to reflect, test their knowledge and celebrate their achievements.

AIMS

- To provoke and answer questions about the natural and human world.
- To develop knowledge of places and environments throughout the world.
- To inspire pupils to think about their own place in the world, their values, and their rights and responsibilities to other people and the environment and sustainable development.
- To develop important and relevant links between links between the natural and social science and other curriculum subjects.

Key Stage 1

The curriculum at Key Stage 1 should aim to help children develop an understanding of the world around them, their local area and the wider world. Pupils begin to develop geographical knowledge, vocabulary and skills through practical activities, fieldwork, maps, photographs and comparisons between places. The progression should move from understanding their immediate surroundings in towards comparing, locating and describing places more independently.

In planning to ensure the progression described above, through teaching about the outlined below, teachers may introduce pupils to geographical concepts that they will study more fully at Key Stage 2.

Pupils should be taught to:

- Name the seven continents and five oceans.
- Name the four countries of the UK and their capital cities.
- Recognise human and physical features in photographs and their local environment.
- Compare a local UK area with a contrasting area outside Europe.
- Describe weather patterns and identify hot and cold areas of the world.
- Use maps, atlases, globes, simple keys and compass directions.

- Carry out simple geographical fieldwork in the school grounds and local area.
- Use appropriate geographical vocabulary to describe places and features

These are taught through the projects:

- Bright Lights, Big City
- Coastline

Key stage 2

The focus of Key Stage 2 geography is to deepen pupils' understanding of the world, its people and environments. Children move beyond describing places to investigating geographical processes, understanding how human and physical features interact, and using increasingly sophisticated geographical skills. This will then create increasingly independent geographers who can locate places, explain geographical processes, make comparisons, investigate real-world questions and understand how people and environments influence one another

Pupils should be taught to:

- Locate significant countries, cities and geographical features around the world.
- Identify and explain the significance of key lines of latitude and longitude and different time zones.
- Compare regions in the UK, Europe and the Americas, explaining similarities and differences.
- Explain geographical processes such as the water cycle, river formation, volcanic activity and earthquakes.
- Understand how climate, natural resources, trade, settlements and land use influence people's lives.
- Use maps, atlases, globes and digital mapping confidently.
- Apply compass directions, grid references and map symbols accurately.
- Carry out fieldwork, analyse geographical data and communicate conclusions using appropriate vocabular

These are taught through the projects:

Lower Key stage 2

- Rocks, Relics and Rumbles
- Misty Mountains, Winding River

Upper Key stage 2

- Sew, Grow and Farm
- Frozen Kingdoms

PLANNING

Geography planning is In line with the national curriculum, through sequenced lessons, inspired by the Cornerstones Curriculum This information is developed and adapted by the class teams to produce more detailed lesson plans.

ASSESSMENT AND RECORD KEEPING

The general school policies on assessment, recording, reporting and marking apply to Geography. Pupils are assessed in Geography at the end of each Cornerstone session and then recorded every term (3 times a year). Judgements are recording using the Cornerstone/ Assessment tracker re the assessment policy.

Assessments are based on:

- Observation of children at work
- Questioning and Listening
- Assessing written work
- End of unit assessment tasks/Concept Maps
- Involving pupils in assessing /evaluating their own work
- Level Descriptions and Expectations

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EVALUATION AND DEVELOPMENT OF PLANNING
The geography lead at the Levett School is responsible for monitoring curriculum coverage and will review planning for each year group on a half termly or termly basis, as appropriate. Staff complete work and planning scrutinies where teaching and learning can be moderated and issues raised and discussed. Monitoring of classroom practice and children's work is carried out by the subject lead through an allocation of support and development time. The Subject lead will conduct quality assurance through learning walks, subject drop ins and as part of joint lesson observations.

RESOURCES/ VISITS
Resources specific to individual units are kept within the resource room based within the staff room and are accessible to all. Books of general interest are kept in the library however we will also endeavour to make use of the Doncaster Library Service in order to borrow relevant topic boxes during the appropriate term. Every effort will be made to incorporate the local environment into our geographical study and guest speakers may be invited where possible in the relevant term. Events are also organised within school. Increasing the use of ICT will be made to support and enhance units of work e.g. Use of the internet for research and E-mail links with people in distant places.

S.E.N.
In accordance with school policy on differentiation and S.E.N, teachers provide work that is appropriate to the learning experiences of individual children. To achieve this, it is necessary for the teacher to be aware of the SEN/ EHCP statements that apply to children being taught in the class.

For pupils with SEN, tasks are differentiated accordingly so that all pupils are included. There are occasions when the resources may be different from those of the class but these will be in keeping with the pupil's EHCP's/ SEN plans. More able and talented pupils will be identified and their work differentiated accordingly. Teachers can ensure that the children are being encouraged to fulfil their potential through using a range of strategies...

Pupils can:

- Work on same content at different rates/ levels through open-ended tasks matched to individual or group needs.
- Be helped to understand historical events and developments through studying the lives of individual people.
- Be taught concepts through discussion, concrete examples and practical activities.
- Exceptionally able pupils need open-ended tasks which enable them to tackle more complex issues.
- Understand more difficult concepts.
- Deepen and broaden their knowledge and understanding of the historical events on developments they are studying.
- Use a wider and more demanding range of sources

EQUAL OPPORUTUNITIES

Equal opportunities in primary geography means ensuring that every child has the opportunity to access, enjoy and succeed in geography. Geography should help pupils develop an understanding of the diverse world in which they live, challenge stereotypes and appreciate different people, places, cultures and environments.

Please refer to our teaching and Learning Policy, Social and Emotional Health Policy, Equality Policy, Feedback and Marking Policy and Educational Visits Policy.

REVIEW

The curriculum will be kept under review and evaluated regularly. This will require discussion between the Head Teacher, Geography Lead and all teaching staff to ensure appropriate coverage of the curriculum and the teaching of key skills are being implemented.

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