St Peter's Roman Catholic Primary School

Geography Policy

Mission statement

This policy reflects our Mission Statement. We aim to provide education to all pupils in the Roman Catholic faith as well as children of other faiths and backgrounds from our catchment area. As a school community we observe the rites, practices and doctrines of the Roman Catholic Church. We take Jesus Christ as our model and the children are encouraged by word and example to live according to His Gospel in order to develop love and forgiveness, worship and prayer, truth and justice, freedom and tolerance, compassion and respect for others.

In keeping with the Catholic ethos of the school, we recognise that each child is a gift from God with his or her own abilities and needs. St Peter's RC Primary School is committed to meeting the medical needs of pupils and ensuring that they access full time education and are properly supported in school, so they can play a full and active role in school life and achieve their academic potential.

Geography statement of intent

Geography provides the foundation for understanding the world around us. It can not only teach pupils about the world they live in, but also how to study it and make sense of various natural phenomena.

In geography, we aim to inspire all children to be curious and interested to gain a deeper understanding of the world God created and the ways humans have influenced, changed and shaped it so far, both positively and negatively. They will be taught about the Catholic responsibility to look after each other, who are our neighbours and our world. They will be encouraged to become responsible citizens, understanding the importance of sustainability and being eco-friendly.

During their time at St Peter's, children will gradually build up their map skills through innovative lessons, orienteering and fieldwork. There will be plenty of opportunities to investigate the outdoors, go on trips and conduct fieldwork, which we hope will stimulate, consolidate and stretch the learning of our pupils. We believe geography encompasses the acquisition of knowledge, concepts, skills and positive attitudes. We want our children to develop a deep understanding of their local environment and the diverse surroundings of the wider world, with appreciation of the human and physical characteristics. This includes the children learning the location of different countries, cities and towns, in the UK and across the world. It includes learning about the human and physical geography of these locations and what it is like to live in these places by making observations, carrying out research, reading graphs and charts and asking questions. We aim to develop a real passion and love for geography in order that our children will transition to high school prepared for learning in KS3 and for later life with a love for our planet, and who are

prepared to be active global citizens. Geography teaching at St Peter's will also fully support the school ethos as we aim to inspire awe and wonder of God's created world within all the children in our care.

Aims and objectives:

At St Peter's, we believe good geography teaching fosters a healthy curiosity in children about our world and promotes respect and care for the earth and all living things on it. We aim to provide a programme of geography learning so that the curriculum plan we have designed will ensure children acquire and develop the key knowledge that has been identified within each topic, as well as progressively acquire and apply geographical skills to reach their full potential. As a school, we recognise the need for all pupils to develop their geographical skills as an essential element of a broad and balanced curriculum and as a subject in its own right. We aim to prepare our pupils with a love for our planet and a desire to be active global citizens.

We aim to do this by:

- stimulating children's interest in their surroundings and developing a knowledge and understanding of the physical and human processes which shape places.
- increasing children's knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country.
- providing learning opportunities that enthuse, engage, and motivate children to learn, and foster a sense of curiosity and wonder at the beauty of the world around them.
- encouraging a commitment to sustainable development and an appreciation of what 'global citizenship' means.
- helping children to make sense of their own surroundings through learning about their own locality and the interaction between people and the environment.
- developing pupil's geographical skills, including how to use, draw and interpret maps of different scales, and the vocabulary necessary to carry out effective geographical enquiry.
- helping children to formulate appropriate questions, develop research skills and evaluate material to inform opinions.
- enabling children to work geographically in a range of appropriate contexts, using a variety of materials and equipment including other people's experiences and knowledge.
- teaching interesting and engaging lessons which make cross-curricular links, especially English, maths, history and science.
- developing geographical vocabulary, using this appropriately in a variety of contexts.
- ensuring all pupils are challenged to make good or better progress at their appropriate level.
- encouraging a positive attitude to geography from both pupils and staff.
- delivering all the requirements of the National Curriculum in relation to geography.

The 2014 National Curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.
- are competent in the geographical skills needed to:
    - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.
    - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).
    - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

<u>Intended impact</u>

The following learning outcomes are derived from the aims above and will assist us to evaluate our intentions for geography learning at St Peter's.

Children will:

- show an interest in their surroundings and will develop a knowledge and understanding of the physical and human processes which shape places.
- increase their knowledge of other cultures and be respectful, understanding what it means to be a positive citizen in a multi-cultural country.
- engage in learning opportunities, developing a sense of curiosity and wonder at the beauty of the world around them.
- develop a commitment to sustainability and an appreciation of what 'global citizenship' means.
- be able to make sense of their own surroundings through learning about their own locality and the interaction between people and the environment.
- develop the geographical skills, including how to use, draw and interpret maps of different scales, and the vocabulary necessary to carry out effective geographical enquiry.
- be able to ask appropriate questions, carry out research and evaluate material to inform opinions.
- be able to work geographically in a range of appropriate contexts, using a variety of materials and equipment including other people's experiences and knowledge.
- develop geographical vocabulary and use this appropriately in a variety of contexts.
- be challenged to make good or better progress at their appropriate level to achieve their potential in geography.
- demonstrate a positive attitude to geography.

Geography curriculum planning

Statutory requirements

Statutory requirements for the teaching and learning of geography are laid out in The National Curriculum in England (2014) and the statutory framework for the Early Years Foundation Stage.

Structure of geography throughout the school

Planning for geography is a process in which all teachers are involved in to ensure that the school gives full coverage of geography contained in 'The National Curriculum' and 'Understanding of the World' in the Early Years Foundation Stage.

Teachers carefully plan using the 4-year curriculum cycle document. This ensures progression between year groups and full skills and knowledge coverage as outlined in the National Curriculum. Teachers have access to planning units and key learning documents to support them in the delivery of geography lessons.

Geography is taught through topics which are planned on our 4-year cycle. Delivery of the National Curriculum requirements and all of the aims and intentions listed above as well as progression through the year groups are carefully set out within each topic in our topic overviews and assessment sheets.

Over the course of the 4-year cycle, children develop their understanding of the following key disciplinary concepts (processes, skills and ways of thinking geographers use to understand the world):

- map skills
- fieldwork
- similarities and differences
- research and enquiry
- cause and consequence

Substantive concepts (concerned with the subject matter of geography) are embedded throughout the curriculum so that each one is planned to be encountered multiple times throughout the curriculum. Substantive concepts are best understood with repeated encounters in specific, meaningful contexts, rather than being taught in an abstract way. At St Peter's, our substantive concepts are:

- place
- scale
- interdependence
- physical and human processes
- environmental impact
- cultural diversity

Geography lessons are taught so that all children are included and supported. The children are provided with a range of resources to develop their knowledge and understanding and that is integral to their learning and working geographically. Cross-curricular links are made whenever possible. The children build on their prior knowledge and link ideas together, developing their

understanding of the world and the links between different places. The outdoors and trips are used for teaching and learning, whenever possible, to develop their understanding of the world around them.

Early Years

In the Early Years, geography is taught through the strand of Understanding the World. However, through geography activities, the children would also develop in the following strands of learning:

- Communication and Language
- Personal, Social and Emotional Development

Children are supported in developing the knowledge, skills and understanding that help them to make sense of the world. Their learning is supported through offering opportunities for them encounter a variety of maps, different people and their cultures and to investigate their immediate and local environments – indoor and outdoor.

Focussed activities are planned to incorporate these opportunities, linked to a topic or theme of learning. Provision, where children have the opportunity to engage in self-initiated activities in order to develop their geographic skills, curiosity and a widening vocabulary, is planned across each term and can be found in the EYFS learning plan on the EYFS section of our website.

Key Stage 1

In Key Stage 1, children are provided with the opportunities to:

- develop knowledge about the world, the United Kingdom and their locality.
- understand basic subject-specific vocabulary relating to human and physical geography
- begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Children are taught to:

Locational knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Human and physical geography
- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to:
    - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
    - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Key Stage 2

In Key Stage 1, children are provided with the opportunities to:

- extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features.
- develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Children are taught to:

Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Human and physical geography

- describe and understand key aspects of:
    - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ♣ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Key features of geography teaching at St Peter's include:

- lessons having clear learning objectives which are shared with the children.
- first-hand practical experiences, where appropriate, including access to up-to-date and modern maps of different scales.
- assessment for learning so that appropriate pace of learning and high expectations for all children including challenge for more able pupils and support and adaptation for those who struggle.
- revisiting pupils' prior knowledge at the start of topics
- encouraging high standards of presentation, using different formats such as writing, diagrams, graphs and tables.
- using technology, where appropriate, to enhance learning.
- developing children towards becoming independent learners and developing their skills to work collaboratively.
- where appropriate, making children aware of the importance and relevance of geography in today's society, including the impact of human activity and providing a range of places and contexts for their geography learning in each topic.
- using the outdoor environment, where possible.

Active learning in geography

At St. Peter's, we are committed to engaging pupils in active, purposeful learning across all subjects. We believe that children learn best when they are fully involved in their learning. Physical movement, collaboration, and hands-on experiences help to deepen understanding, improve focus, and promote lifelong learning.

Wherever possible, we encourage lessons that allow pupils to get out of their seats - to move, think critically, explore, and interact with others both inside and outside the classroom. Across all subjects, active learning strategies are embedded to engage pupils, enhance progress, and make learning meaningful and memorable - supporting our simple but powerful approach: '*Sit less, move more and learn better*!'

Assessment of geography

Pupil's work is assessed in accordance with the school's assessment policy. Teachers assess children's work in geography by making informal judgements as they observe pupils during lessons and the teacher marks and reviews the children's work. This is recorded by the teacher in their topic marking book. Feedback is given verbally to pupils from previous lessons and any misconceptions dealt with at the start of each lesson. At the end of a topic, children also demonstrate their knowledge by answering a summative question which links to the disciplinary and substantive concepts of the topic. At the end of each topic, the teacher makes a summative judgement of both the geographical knowledge and ability to work geographically and records on

the assessment sheet whether children are working below or above expectations (unnamed pupils are at the expected levels). Where children are assessed as working below, end of unit learning gaps are identified and noted on the assessment sheets.

The teacher uses these assessment sheets to complete a termly assessment tracker where all children are given one of the following assessment levels for each year group:

- Mastery – pupils are consistently working above year group expected levels and show a deeper understanding of historical knowledge and key skills.
- Secure – pupils are working at an appropriate ability for their year group and are able to recall and explain all key knowledge and demonstrate appropriate skills.
- Developing – pupils are mostly working within an appropriate level for their age group and are able to recall most key learning, but a few concepts, skills, knowledge and understanding within their year group are not quite secure.
- Emerging - pupils are starting to recall some key learning and use some of the skills appropriate for their age group.
- Below – pupils are struggling to access and understand geography learning from their year group.

These assessments are monitored and reviewed by the subject leader on a termly basis so standards in geography can be evaluated.

Equal opportunities

At St. Peter's, we teach geography to all children, whatever their ability and individual needs. Geography forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our geography teaching, we provide learning opportunities that enable all pupils to make good progress. We recognise, however, that there are children of different abilities in all classes, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

We achieve this in a variety of ways by:

- setting open-ended tasks which allow children to respond at their own level.
- setting tasks of increasing difficulty (not all children complete all tasks.
- grouping children by ability in the room and setting different tasks to each ability group.
- providing resources depending on the ability of the child.
- using classroom assistants to support the work of individuals or groups of children.

We strive to meet the needs of those pupils with Special Educational Needs and/or Disabilities, Gifted and Talented pupils, and those learning English as an Additional Language. We take all reasonable steps to achieve these goals. We recognise the importance of ensuring that children with identified Special Educational Needs and/or Disabilities have access to an ambitious geography curriculum. Within the curriculum area of geography, SEND children will be provided with reasonable adjustments through their tasks and level of challenge provided. Advice can be sought from the school's SENCO, where applicable.

Equal Opportunities curriculum planning will ensure that all pupils have an equal opportunity to take part in the full scheme of work and its associated practical activities regardless of gender or cultural background. Gender and cultural stereotypes will be challenged when they arise. Contexts used in teaching will also be sensitive to different ethnic and religious backgrounds and both gender and cultural differences will be reflected positively in the teaching materials used.

Curriculum leadership

The geography leader will ensure that the monitoring and development of the subject is maintained at a high standard by:

- monitoring teaching and learning of geography across the school.
- undertaking discussions with pupils.
- conducting learning walks and book monitoring to observe the coverage of geography (some aspects of geography may be recorded in other ways such as videos in evidence folder on See Saw).
- analysing the data collected from each class to ensure good, if not better, progress is being made at child, year group and whole school level, and taking relevant actions and interventions or providing teacher training if not.
- providing guidance to colleagues as needed.
- assisting with maintaining and replenishing resources that are required within the budget.
- assisting staff to implement assessment throughout school.
- ensuring that the curriculum plan allows for progression across school.
- keeping up to date with changes or new initiatives that would support the development of geography at St. Peter's
- prepare reports on the above to inform the school's Governors.
- formulate an action plan each year to ensure the provision of geography remains current, relevant and of the highest possible quality.
- review this policy every three years.

Spiritual, moral, social and cultural links to geography

The **spiritual development** of pupils is shown by their:

- appreciation, care and custodianship for God's world.
- sense of enjoyment and fascination in learning about themselves, others and the world around them.
- use of imagination and creativity in their learning.
- willingness to reflect on their experience.

The **social development** of pupils is shown by their:

- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.
- learning about injustices in our world and the things they can practically do to reverse these.
- development of informed attitudes to many topical issues, where children can begin to develop mature, responsible opinions and values.

In geography, opportunities should be taken to discuss aspects of environmental awareness with the aim of developing responsible attitudes to human and physical geography including, sustainability of resources, waste disposal, climate change and how to look after our world responsibly.

The **cultural development** of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.
- willingness to participate in and respond positively to outdoor, artistic, sporting and cultural opportunities.
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate.

Resources

Geography resources are kept in the Class 4 cupboard. Staff are to notify the geography leader if any resources are broken. It is each member of staff's responsibility to return, safely store and tidily put away any resources they use from the cupboard.

Wider opportunities and cross-curricular links

Geography will be taught through our overall topic cycle in three topics per year. Each year, enrichment experiences are organised by teachers and the Senior Leadership Team to enhance geography and enrich teaching. This can include external visits (including residentials), expert visitors, special focus days and outdoor learning experiences.
Through these experiences, children gain the understanding that geography shapes our lives and that understanding the place we live is vital to the world's future prosperity.

The Governing body

Regular reports are made to the Governors on the progress of geography provision. The policy will be reviewed every three years or in accordance with any changes to legal requirements.

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