



St Mary's RC Primary School

Geography Policy

MISSION STATEMENT

"All are welcome here to walk with Jesus as we love, learn and flourish."

Geography Statement of Intent

At St Mary's we want Geography to inspire in all pupils an inquisitiveness and fascination about the world and everyone in it, that will stay with them throughout their lives. St Mary's will strive to equip children with knowledge about diverse places, people, resources and both natural and human environments. In addition to this, children will receive a deep understanding of the Earth's key human and physical processes. As children progress, their developing knowledge of the world will help them to deepen their understanding of the relationships between human and physical processes along with the formation and use of landscapes and environments. Children will be able to approach and explain how the Earth's features at different scales are interwoven, created, shaped and change over time through their geographical knowledge, understanding and skills.

Aims

We aim for all pupils to:

- 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
- be 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.

School Staff

- To promote a confident, positive attitude towards the learning and use of Geography making it an enjoyable experience;
- To promote confidence and competence;
- Encourage pupils by believing that every child, with hard work, can be good at Geography through promoting our Super Seven characteristics of learning.
- To understand the importance of Geography in everyday use and in the world around us.
- To provide children with a broad range of activities and opportunities that will encourage them to develop their geographical skills.
- To help the children develop geographical thinking skills so that our children can become effective, analytical, problem solvers.
- To develop important skills that will help them in their everyday lives, throughout their lives.

Parents and Carers

- To praise their children for the good things that they do in Geography.
- To make Geography a part of children's everyday lives.
- The School aims to involve parents/carers in their children's learning as much as possible and to inform them regularly of their child's progress in Geography.
- Parents/carers have the opportunity to meet with their child's class teacher at least twice a year at Parents' Evenings and receive written reports during the year.
- Parents/carers are encouraged to speak to their child's teacher at any point during the year, either informally or by making a specific appointment to discuss anything to further support them at home.
- Information about their child's progress, achievements and future targets in Geography is shared with parents/carers at these times and also ways that parents/carers may be able to assist with their child's learning.

Governors

A designated link governor will:

Meet with the Geography Subject Leader at least once a year to find out about;

- The school's systems for planning work, supporting staff and monitoring progress;
- The allocation, use and adequacy of resources;
- How the standards of achievement are changing over time.
- Visit School and talk to pupils about their experiences of Geography;
- Take part in lesson observations or planned Geography activities in school;
- Promote and support the positive involvement of parents in Geography;
- Attend training and other events relating to the Geography curriculum;
- To be understanding and supportive of our aims in the learning and teaching of Geography and to review this policy annually.

Implementation and organisation of Geography

EYFS

- Early years explore geographical themes and content through the Understanding of the World strand of the EYFS curriculum. This involves guiding children to make sense of their physical world and their community through opportunities such as investigating their school environment, researching different environments e.g. chilly places, conducting simple fieldwork and drawing simple maps and plans.
- Teachers will promote the geographical curriculum through indoor and outdoor activities to engage children's curiosity.
- They are assessed according to the Early Learning Goals at the end of the EYFS Curriculum.
- Depending on the lesson being taught, the Reception children are either; with the rest of the KS1 children for the input or have input aimed directly at their Learning Goals.

KS1

In KS1 children are taught to:

- Develop an awareness of the world.
- Ask and answer simple geographical questions.
- Explore maps locating the world's seven continents and five oceans, the four countries and capitals of the United Kingdom along with the surrounding seas.
- Explore both human and physical features of the school's environment and other areas of the UK
- Make observations about features of a contrasting Non-European country through the use of atlases, books and ICT.
- Use field work to explore the seasons, weather patterns and environmental issues.
- Explore and identify seasonal and daily weather patterns and use simple compass directions.
- Begin to create their own maps using a range of media including symbols.

KS2

In KS2 children are taught to:

- Continue to develop their curiosity and fascination about the world and its people.
- Extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.
- Use geographical language to identify and explain key aspects of human and physical features and patterns and make links between people, places and environments.
- Develop their use of geographical knowledge, understanding and skills to enhance their location and place knowledge.
- Regularly address and devise geographical questions when investigating different places and environments.

In upper Key stage 2 children should:

- Make predictions and test simple hypotheses about events, places and geographical issues.
- Begin to understand how our knowledge of the world is constructed from a range of sources including ordnance survey maps, digital maps, globes and satellite images and continue to create their own.

Resources

We have a variety of resources, both tangible and computer based, to support our learning and teaching.

- Each classroom is equipped with a bank of computers for the children to use.
- Each classroom has a computer and interactive display/TV.
- All teachers have an up to date Ipad.
- Classrooms have a supply of mini I pads.
- IPads have access to apps that develop geographical skills.
- Google maps is accessible on IPads and computers.

Planning Formats

- All teachers use the weekly planning proforma that includes space for Learning Objectives for each year group, whole class input, individual group activities and plenaries.

Assessment

- EYFS are assessed according to Early Learning Goals.
- Years 1 and 2 are assessed according the Lancashire Key Learning Assessments.
- Years 3 and 4 are assessed according to Lancashire Key Learning Assessments.
- Years 5 and 6 are assessed according to Lancashire Key Learning Assessments.

Cross Curricular

- Opportunities are used to draw geographical experiences out of a range of activities in other subjects such as English, History, Maths and Computing to enable children to apply and use geographical in both real life and academic contexts.
- Writing in Geography can support text types being taught in English lessons and provide an opportunity for learning to be applied.
- Links between learning both in school and out of school are made.

Homework

- Homework (please refer to the School's Homework Policy).
- Geography tasks can be given as homework tasks by class teachers.

Subject Leader

- To ensure a high profile for the subject.

- To support, guide and motivate teachers arranging CPD if needed.
- To deliver training related to the subject and provide updates to HT.
- To keep up to date with current developments in the subject.
- To ensure a full range of relevant and effective resources are available to enhance and support learning.
- To model the teaching of Geography.
- To lead colleagues in creating a stimulating learning environment for teaching and learning.
- To ensure progression of the key knowledge and skills identified within each unit and that these are integral to the programme of study and secure at the end of each age phase.
- To monitor books and ensure that key knowledge is evidenced in outcomes, alongside and as supported, by HT.
- To monitor planning and oversee the teaching of Geography
- To lead further improvement in and development of the subject as informed by effective subject overview.
- To ensure that the Geography curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment.
- To ensure that the Geography curriculum takes account of the school's context, promotes children's pride in the local area and provides access to positive role models from the local area to enhance the geography curriculum.
- To ensure that approaches are informed by and in line with current identified good practice and pedagogy.

Policy written by Jen Wade

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