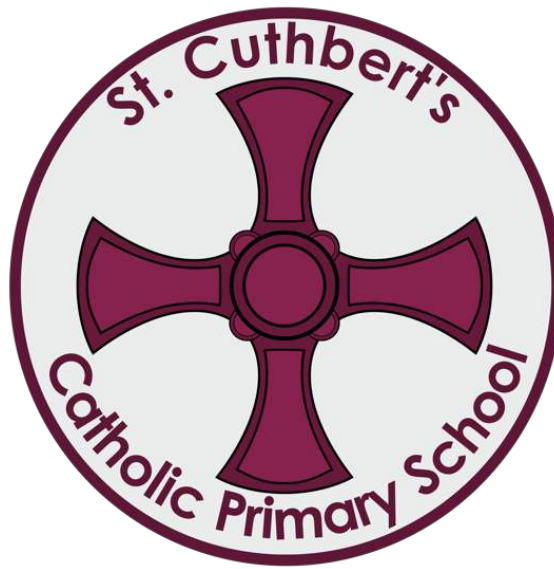


Geography Policy

St Cuthbert's Catholic Primary



Approved by: Governing Body

Date:

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Contents

1. Introduction	2
2. Vision.....	3
3. Purpose of study.....	3
5. School Curriculum Intent.....	4
6. Implementation.....	8
7. Impact.....	10
8. Review.....	11

1. Introduction

You are unique, talented and loved by God

Every child has the right to an education. (Article 28 UNCRC)

**Education must develop every child's personality, talents & abilities to the full.
(Article 29 UNCRC)**

This policy is written with consideration for the Gospel values of our Catholic school and for our ongoing commitment to the Rights of the Child which underpins our day-to-day practice and ethos. Although direct reference to these considerations are not continuously made, the policy has been written with full awareness of our responsibility and commitment to the faith and rights of our pupils.

As part of the Bishop Chadwick Catholic Education Trust (BCCET), we are committed to upholding the key values of our family of schools in the teaching of geography:

- **Excellence:** geography is planned, taught and monitored to enable staff and pupils to achieve excellence.
- **Respect:** all of our school family are created in the image of Christ and are treated with equity and fairness. We are committed to providing support, high expectations and challenge for our staff and pupils, no matter their starting point, to help them develop their history knowledge and skills to the full.
- **Community:** we work as a community to achieve our aims and teach our pupils the value of collaboration and team work through geography.
- **Gifts:** we support all staff and pupils to enable them to fulfil their potential.
- **Aspiration:** staff and pupils are supported to be the best they can be and we ensure the needs of every individual are met.
- **Celebration:** we recognise and celebrate success, resilience and positivity in geography.

Our pupils are all unique individuals with their own strengths, aptitudes, interests and dreams. As a Catholic school community, we support each child to make the most of every opportunity we offer. This policy outlines the teaching and learning of history at St Cuthbert's Catholic Primary School. The implementation of the policy is the responsibility of all teaching staff and will be monitored by the Geography co-ordinator and SLT.

2. Vision

It is our intent for the Geography element of our school curriculum to inspire pupils with a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

We are committed to providing children with opportunities to investigate and make enquiries about their local area of Seaham so that they can develop a real sense of who they are, their heritage and what makes our local area unique and special. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. We want our children to gain confidence and practical experiences of geographical knowledge, understanding and skills that explain how the Earth's features at different scales are shaped, interconnected and change over time.

3. Purpose of study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

(DfE 2013)

4. Aims & Intent

The 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.

At St Cuthbert's we also aim for our pupils to:

- develop age-appropriate, accurate knowledge of the location, physical and human characteristics of a wide range of globally significant places including terrestrial and marine locations
- to use this knowledge to provide a geographical context to study and understand the actions of important geographical processes
- understand that these processes give rise to the key physical and human geographical features of the world, how these are interdependent and how they bring about variation and change to the geographical landscape
- to be able to use geographical vocabulary which is appropriate and accurate and which develops and evolves from EYFS to KS1 and through to KS2
- collect, analyse and present a range of data, gathered through experiences of fieldwork, to deepen understanding of geographical processes
- use and interpret a wide range of sources of geographical information, including maps, diagrams, globes and aerial photographs
- are able to communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length
- to fulfil the requirements of the 2014 National Curriculum for Geography
- to promote children's spiritual, moral, social and cultural development helping them to have a greater understanding of their place in the world, and their rights and responsibilities to other people and the environment

5. School Curriculum Intent

5.1 Early Years

The DfE identifies three areas that are particularly important for *building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving.*

These are the prime areas:

- *communication and language*
- *physical development*
- *personal, social and emotional development*

Providers must also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- *literacy*
- *mathematics*
- *understanding the world*
- *expressive arts and design*

Within geography, expectations are that a curriculum will adhere to these principles:

Geography is taught in Reception as an integral part of the topic work through child-initiated and adult led activities. The children are given the opportunity to begin to gain a wider experience of the world around them, to help them to think and make connections between ideas. Children learn about seasons, the weather, features in the local area and the buildings that surround them.

Our EYFS curriculum is built around the [Statutory framework for the early years foundation stage](#) and is assessed using Early Learning Goals. It is taught as one of the specific areas of Understanding the world which states:

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension. (DFE 2021)

5.2 National Curriculum for Y1 to Y6

Geography is a foundation subject in the National Curriculum. Our school uses the objectives from the curriculum as the basis for the planning in Geography. Planning is progressive and begins with basic skills which are then applied and practised in a range of contexts and with increasing demand, competition and complexity. Geography is a subject packed with excitement and helps us better understand its people, places and environments, and the interactions between them. Geography also helps us understand how and why places are changing, and to better imagine, predict and work towards, likely and preferred futures. Underpinning all of this is a strong spatial component that deepens our understanding of what places are like, why and how they are connected, and the importance of location.

We believe that geography should be an interactive subject which strives to ignite a child's natural curiosity.

Key Stage 1

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

Pupils should be 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

Pupils should 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. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be 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.

Programmes for study for Years 1 to 6 can be found on the following link:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239044/PRIMARY_national_curriculum_-_Geography.pdf

5.3 Inclusion

All geography lessons are tailored to the needs of the children in the class. The whole class goes through the same content at the same pace but there is still plenty of opportunity for support, scaffolding and challenge through adaptive teaching. All geography lessons are inclusive for all children.

We strive to increase the Cultural Capital for all children and therefore try to include as many geographical visits or invite visitors into school who can share their knowledge and increase their cultural capital and love for geography. Our week long residential for year 5 is rooted in an understanding of a differing locality in a rural village in the countryside contrasting to fieldwork in our large, seaside town with roots in industry. Children gain an appreciation of the landscape of the country and different lifestyles and occupations.

Pupils' difficulties and misconceptions are identified quickly in lessons and adults adapt learning to scaffold and extend. No child will be denied a full curriculum. We recognise that some SEND pupils may find some concepts more challenging and therefore support will be implemented to ensure the children make the most of the experience of geography without other factors hindering their learning such as literacy skill. Where pupils have a SEND support plan, their targets will be taken into consideration to give them the best possible learning experience.

6. Implementation

Geography is a foundation subject in the National Curriculum alongside guidance from BCCET. Our school uses the objectives from the curriculum as the basis for the planning in geography. Planning is progressive and begins with basic skills which are then applied and practised in a range of contexts and with increasing demand, competition and complexity.

Geography is a subject packed with excitement and helps us to better understand its people, places and environments, and the interactions between them. Geography also helps us understand how and why places are changing, and to better imagine, predict and work towards, likely and preferred futures. Underpinning all of this is a strong spatial component that deepens our understanding of what places are like, why and how they are connected, and the importance of location. We believe that geography should be an interactive subject which strives to ignite a child's natural curiosity.

Geography lessons focus on developing geographical skills and children working as geographers. Geography is an enquiry led subject that seeks answers to fundamental questions such as:

- Where is this place?
- What is it like? (And why?)
- How and why is it changing?
- How does this place compare with other places?
- How and why are places connected?

We intend for our children to have real life experiences and learn about geography in an active and creative way. The planning of learning always begins with the skills and knowledge that needs to be taught and enrichment opportunities and opportunities to apply learning.

6.1 Sequences of Learning

Our sequence of learning is in line with National Curriculum expectations and our long term and medium-term plans are adapted according to the needs of the class.

- Long Term Planning maps out topics
- Medium Term Plans follow the sequence of learning from National Curriculum but are adapted according to priorities and the particular needs of the cohort

6.2 Timetabling

- All children are taught geography
- Recall of previous learning from lessons, topics and previous year groups used to consolidate knowledge and understanding.
- Pupils are taught and given opportunities to take part in field work opportunities to develop their enquiry and investigative skills.

6.3 Classroom Environment

- Classes have displays that reflect the current geography unit of work and contain key vocabulary, and children's work.
- Classes have a range of accessible resources to support learning

6.4 Geography Lessons

- Each lesson focuses on one clear objective or small step which all children are expected to achieve.

- Lessons vary but can include elements of: enquiry, observations, deeper questioning, use of outdoor environment, opportunities to explore past events and the effect it has on their lives, and time to record findings and to write like a geographer.
- Staff use what is happening in the wider world to embed concepts where relevant.

6.5 Staff Development

We are committed to the ongoing development of geography.

- Each year, we identify a focus area for improvement which is included in our School Improvement Plan.
- We dedicate staff meeting time to review planning, resources and CPD.
- There will be one geography observation per academic year based on the 5 strand approach.

7. Impact

Senior Leaders, geography lead, teachers & teaching assistants are all responsible for monitoring the impact of the geography curriculum to ensure pupils have a positive experience of geography, and are accessing the geography curriculum

7.1 Assessment and Recording

- Teachers assess children's work in geography by making judgements against objectives at the end of topics.
- Concerns about pupil performance in geography may be discussed with the next class teacher or picked up with home learning or intervention to help with misconceptions if necessary.
- At the end of the year, the class teacher makes a summary judgement about the work of each pupil in relation to the skills they have developed in-line with the National Curriculum in England 2014 and these are reported to parents as part of the child's annual school report

7.2 Monitoring and Reviewing

- Teaching & Learning is monitored through the Five Strand approach in line with BCCET which includes: Checking of planning by subject lead / SLT to ensure thorough and timely coverage, lesson observations, shared monitoring of books with opportunities for discussion and shared practice to monitor impact collectively, monitoring of assessment data and pupil voice

- The monitoring of the standards of children's work and of the quality of teaching is through monitoring planning, lessons and pupil voice in geography which is the responsibility of the co-ordinator and Head Teacher.
- The work of the co-ordinator also involves supporting colleagues in the teaching of geography, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school
- Pupils and staff also have opportunities informally and more formally to make suggestions e.g. questionnaires, resources audit and in curriculum staff meeting time.
- Geography governor, the co-ordinator will endeavor to communicate each term to discuss teaching and learning as well as development priorities. Co-ordinator will also contribute to the Head Teacher's report to governors termly on developments in geography within our school.

8. Review

This policy links to

- National Curriculum
- PHSE / RSE Policy
- SEND Policy
- EYFS statutory framework (2021)

This policy will be reviewed annually by:

- Geography co-ordinator
- SLT
- Link governor or whole governing body