



## Geography Policy

*'Learning and growing together: inspired by the love of Jesus'*

Our Mission Statement lies at the heart of all that we do and helps us to define our sense of direction and purpose.

Our curriculum is designed around what makes a Catholic school distinctive and reflects the key areas identified by The Bishop's Conference of England and Wales 2014. These include:

- The Search for Excellence
- The Uniqueness of the Individual
- The Education of the Whole Person
- The Education of All
- Moral Principles

**Intent – How is the school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment?(Ofsted Handbook 2019)**

Geography is a valued part of the National Curriculum. It provides a means of exploring, appreciating and understanding the world in which we live and how it has evolved. geography explores the relationship between the Earth and its people. At St Aidan's our geography curriculum stimulates curiosity and imagination and we aim to build upon the child's **'personal geography'** by developing geographical skills, understanding and knowledge through studying places and themes that are of significance. We encourage children to learn through experience particularly through fieldwork and practical activities.

The curriculum for geography has been set in light of the requirements of the National Curriculum:

***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.***

The curriculum has been **planned** as a clear framework that guides teachers and children through weekly objectives that have been **sequenced** to ensure knowledge, skills and understanding are retained and remembered.

At St Aidan's the geography curriculum is coherently planned and sequenced; this ensures that knowledge is retained and expanded upon over time and that knowledge from geography lessons is used across other subjects. This cumulative curriculum immerses children in geographical knowledge and skills whilst ensuring that our children are armed with the skills and expertise to become geographers of the future in learning and employment

**Implementation - Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise; Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.(Ofsted handbook 2019)**

## **Geography Curriculum Planning**

At St Aidan's Catholic Primary School we use the current National Curriculum as the basis for our curriculum planning in geography. Our long-term and medium-term plans, give **details** of each area to be taught for each term or half term.

It is the geography subject lead's responsibility to ensure children have the opportunity to build upon **prior learning**, which is taught and developed through the whole school progression map for geography.

### **EYFS**

We encourage creative work within EYFS as this is a part of the Early Years curriculum. We look to introduce, practise and develop these skills by **teaching and modelling** and then encouraging children to apply these skills independently.

We enhance the **People and Communities Early Learning Goal** as a starting point for developing early knowledge, skills and understanding in history:

*Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.*

The range of experience encourages children to **make connections** between one area of learning and another and so extends their understanding.

We provide a **rich environment** in which we encourage and value creativity. We give them the opportunity to work independently, within small groups and alongside other adults.

### **KS1**

Children will be taught a range of knowledge and skills in both Key Stage 1 and Key Stage 2. Both Key Stages will focus on; locational knowledge, place knowledge, human and physical geography and geographical skills and fieldwork.

In Key Stage 1 these focus areas can be taught when investigating;

- Our school within its locality
- A small area of the United Kingdom
- A small area of a contrasting non-European country
- Weather patterns in the United Kingdom.
- Hot and cold areas of the world.
- The United Kingdom
- The world

### **KS2**

In Key Stage 2 these focus areas can be taught when investigating;

- The local area
- A region of the United Kingdom
- A region of a European country

- A region within North America
- A region within South America
- The geography of the world

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 Aidan's, we know that effective teaching of this subject requires **expertise** and **knowledge** on the part of the teachers. We commit to engaging with training where available for all staff and for the subject leader to remain a point of help and advice. We also retain membership of The **Geographical Association** as a further source of **external advice** and **expertise**.

We use **key facts** within each geography topic to form the basis of the **planned programme** and use questioning and evidence within the history book to **check** childrens' understanding and deeper learning. We look to be persistent in asking children to **remember** what they have learned. **Feedback** in the geography book will be positive and formative in developing key skills, knowledge and understanding.

In lessons a variety of approaches will be used to ensure continuity and progression. Lessons will include a blend of whole class teaching, group work and individual work. Learning activities may consist of:

- Groups of mixed ability or groups with differentiated tasks
- Teacher produced supporting work documents
- Relevant discussion at class, group and at paired level
- A chance for groups to communicate findings in a variety of ways including the use of technology
- Resources available from the geography cupboard including packs which are used to support topic work and geographical themes.

Within a class there will be a wide range of abilities, from those who are more able to those who have Special Educational Needs. The class teacher will provide differentiated activities for the children through task, outcome and resources and the support given to meet the needs of the individual.

**Impact - Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well.**

### **Assessment and recording**

The impact and measure of this, is to ensure that children at St. Aidan's Catholic Primary are equipped with geographical skills and knowledge that will enable them to be **ready** for the curriculum at Key Stage 3 and for life as an **adult** in the wider world.

We want the children to have thoroughly **enjoyed** learning about geography, therefore encouraging them to undertake new life experiences now and in the future.

We measure the impact of our curriculum through the following methods:

- Assessing children's understanding of the topic **before** and **after** the unit is taught.
- Summative assessment of pupil discussions about their learning.
- **Interviewing** the pupils about their learning (pupil's voice).
- Through book **scrutinies** and **learning walks**.
- **Marking** of written work in books and how this **reflects** the planned programme **faithfully**.

We are moving towards a clearer picture of what age related and greater depth will look like in the primary phase.

### **Resources**

We have a wide range of resources to support the teaching of geography across the school which are stored in a central resource area.

### **Monitoring and review**

Our geography leader monitors this subject through scrutiny of books or examples of work for each year group, observing lessons/learning walks and through pupil voice feedback. This monitoring will reflect the 'deep dive' methodology applied to other subjects by senior leaders. It is also the responsibility of our geography leader to support colleagues in the teaching of geography where and when applicable.