

# St Joseph's Catholic Primary School

**Mater Christi Multi Academy Trust**  
Loving, Living, Learning Together



At St. Joseph's Catholic Primary School, we believe that every child is a unique creation of God.

We promote respect and care for one another following in the footsteps of the family Jesus wants us to be.

Caring for one another is at the centre of our school life.

We promise to provide educational opportunities and experiences to enrich the learning and well-being of the children by following the teaching of Jesus Christ.

Our school values its partnership with the Parish community and MAT, together enabling our children to become rounded, confident individuals, with an understanding of Gospel values as preparation for the world of work and life.

## Geography Policy

Written by:	Date reviewed:	Approved by:	Date for next review:
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## **Intent**

Geography teaching at St Joseph's 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

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.

## **Implementation**

We use the National Curriculum as the basis for our own curriculum planning in geography, which ensures that we cover and use our local resources to enhance the children's awareness of their own geography and location. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and we build planned progression into the scheme of work so that the children are increasingly challenged as they move up through the school.

We carry out curriculum planning in geography in three phases (long-term, medium-term and short-term). The long-term plan maps the geography topics studied in each term during each key stage and the children study geography topics in conjunction with other subjects, especially at Key Stage 1. Some topics have a particular geographical focus. We teach the knowledge, skills and understanding set out in the National Curriculum through the corresponding programme of study.

As the basis for our medium-term plans, we use the national scheme of work which gives details of each unit of work for each term. The geography subject leader keeps and reviews these plans on a regular basis. We carry out the medium-term planning on a two-year rotation cycle. By so doing, we ensure that children have complete coverage of the National Curriculum, but do not have to repeat topics.

The class teacher writes an outline for each geography lesson (short-term plans). These list the specific learning objectives of each lesson.

Each year group should study 2-3 geography topics a year. Ideal Time allocation is: Foundation Stage – with knowledge and understanding of the world – 2.5hours per week integrated with other subjects. The QCA recommendation is 4% of teaching time – this works out as: KS1 – 30hrs KS2 – 33hrs over the academic year.

### **Curriculum**

The children undertake a broad and balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. Through geography the children learn a range of skills, concepts, attitudes and methods of working.

Early years: Geography is taught in Nursery and Reception as an integral part of the topic work covered during the year. We relate the geographical aspects of the children's work to the objectives set out in the Early Years curriculum. Geography makes a significant contribution to the ELG objectives of developing a child's understanding of the world through activities such as finding out about differing places and habitats and investigating out locality.

Key Stage 1: During Key Stage 1, pupils investigate their local area and a contrasting area in the United Kingdom or abroad, finding out about the environment in both areas and the people who live there. They also begin to learn about the wider world. They carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions about people, places and environments, and use geographical skills and resources, such as maps and photographs.

Key Stage 2: During Key Stage 2, pupils investigate a variety of place, people and environments in the United Kingdom and abroad, and start to make links between different places in the world. They find out how people affect the environment and how they are affected by it. Pupils carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions, and use geographical skills and resources, such as maps, atlases, aerial photographs and ICT. Children will develop geographical enquiry skills, including asking geographical questions, collecting and recording information and identifying different views. They will acquire the appropriate practical skills associated with Geography, including suitable vocabulary, fieldwork techniques, maps, plans and atlases. Pupils will use secondary sources of information with growing accuracy.

Teaching and Learning: The school uses a variety of teaching and learning styles in geography lessons. Our principal aim is to develop the children's knowledge, skills and understanding in geography and we use a variety of teaching and learning styles in our lessons. We believe in whole-class teaching methods and combine these with enquiry-based learning activities. We believe children best learn when:

- They have access to and are able to handle resources
- They go on visits to places of interest
- They have access to secondary sources such as books and photographs
- Visitors talk about personal experiences
- They listen to and interact with stories from differing cultures and environments
- They undertake fieldwork by interviewing family and older friends about the changes in their own and other people's lives
- They are shown, or use independently, resources from the internet and videos
- They are able to use non-fiction books research
- They are provided with opportunities to work independently or collaboratively, to ask as well as answer enquiry-based questions

We recognise the fact that we have children of differing abilities in our classes, and 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 through a range of strategies which are differentiated by task, expected outcomes and/or support from peers or adults.

### **Providing Opportunities for Fieldwork**

Fieldwork investigations outside the classroom are a compulsory component of both key stage 1/2 geography. The minimum number of fieldwork investigations that should be undertaken is one per key stage. Fieldwork investigations offer exciting and real context or stimulus for developing children's geographical skills and provide valuable opportunities to provide cross curricular links with other subjects. It should provide an opportunity for the children to interact with the environment, allowing pupils to react through a variety of responses, using both a scientific and creative approach and have opportunities for pupils to work together. Teachers will also incorporate fieldwork activities in the local area utilising the school's grounds as a valuable resource.

### **Resources**

We have a wide range of textbooks, such as atlases and interactive boards to access the internet as a class and there is a wide range of geographical material in the school library. People with an interest, or expertise, in a particular topic or area of geography could be invited into school to work with the children.

## **Impact**

### **Links to other subjects**

All topics are cross curricular and so promote skills in many curriculum areas. Literacy skills are developed through report writing, debating- especially about environmental issues-, reading, recording information, speaking and listening. Mathematics is enhanced through the study of space, scale and distance and the use of four figure and six figure grid references. Children also use graphs to explore, analyse and illustrate a variety of data. Art and DT are linked in with the topic themed approach and lessons can contain skills from different subject areas.

Geography contributes significantly to the teaching of personal, social and health education and citizenship. Firstly, the subject matter lends itself to raising matters of citizenship and social welfare. For example, children study the way in which people recycle material, and how environments are changed for better or for worse. Secondly, the nature of the subject means that children have the opportunity to take part in debates and discussions about world issues. We offer children in school many opportunities to examine fundamental questions in life through the medium of geography. For example, work on the changing landscape and environmental issues leads to questions about the evolution of the planet. We encourage the children to reflect on the impact of mankind on our world. Through teaching about contrasting localities, we enable the children to learn about inequality and injustice in the world. We help children to develop their knowledge and understanding of different cultures, so that they learn to avoid stereotyping other people, and acquire a positive attitude towards others. We help contribute to the children's social development by teaching them about how society works to resolve difficult issues of economic development. Computing enhances our teaching of geography, wherever appropriate, in each key stage. Children use their skills in data handling and in presenting written work. They research information through the Internet and libraries of digital images (for example using aerial photographs, Google Maps, videos).

### **Assessments, monitoring and review**

Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs. We assess children's work in geography by making informal judgements as we observe them during each geography lesson. On completion of a piece of work, the teacher marks the work and comments as necessary. At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil if they have yet to obtain, met or exceeded the unit objectives. We use this as a basis for assessing the progress of the child at the end of the year.

Monitoring of the standards of children's work and of the quality of teaching in geography is the responsibility of the geography subject leader. The work of the geography subject leader 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. The geography subject leader gives the head teacher an annual action plan in which they evaluate the strengths and weaknesses in the subject and indicate areas for further improvement. The geography subject leader has allocated time in which to fulfil this role by reviewing samples of children's work and visiting classes to observe teaching in the subject.