

# St Joseph's Catholic Primary School

**Mater Christi Multi Academy Trust**



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

## **Rationale**

At St Joseph's Catholic Primary School, we believe that Geography provides a focus within the curriculum for understanding and resolving the issues concerning the environment and sustainable development. Geography allows pupils to encounter different societies and cultures leading them to realise how nations rely on each other. Through Geography, we can encourage pupils to think about their own place in the world, their values and their rights and responsibilities to other people and the environment.

## **Aims and Objectives**

We aim to give our children a high-quality geography education to generate awe and wonder about the world and its people. They will enjoy learning about diverse places, people, resources and natural and human environments. 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.

It is our intention to:

- develop contextual knowledge of the location of globally significant places – including their defining physical and human characteristics
- understand the processes that give rise to key physical and human geographical features of the world
- 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.

## **Organisation and methodology**

At St Joseph's School, we use a range of teaching and learning styles in our Geography lessons. These include but are not limited to:

- teacher guided sessions, where information is provided
- children may undertake independent Geographical research using a range of sources to develop their own knowledge and understanding
- mixed ability group work where the children discuss problems in small groups
- class discussion lessons where members are encouraged to join in with their personal opinions

- the use of adapted tasks allowing children of different ability levels to work at their appropriate pace
- the use of audio visual aids in presenting material to the children
- the use of fieldwork so that children gain first hand experience of local and contrasting environments
- the integrated use of ICT within Geography lessons

The teaching of Geography is taught in block units throughout the year and locational knowledge regularly throughout the year. We recognise the fact that there are children of widely different geographical abilities in all classes and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- setting common tasks which are open-ended and can have a variety of responses
- setting tasks of increasing difficulty
- providing resources of different complexity according to the ability of the child

### **Curriculum**

We plan the units in Geography so that they build upon prior learning. Children of all abilities can develop their skills and knowledge in each unit and through planned progression built into the scheme of work, we offer them an increasing challenge as they move up the school.

### **The Foundation Stage**

We teach Geography in the Nursery and Reception Class as an integral part of the topic work covered during the year. As the Reception Class is part of the Early Years Curriculum Framework, we relate the geographical aspects of the children's work to the objectives set out in EYFS which underpin the curriculum planning for children aged three to five. Geography makes a significant contribution to developing a child's knowledge and understanding of the world around them and in achieving the ELG in this area of development.

### **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:

#### **Location 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 (e.g. 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 tools and skills to enhance their locational and place knowledge. Pupils should be taught to:

### **Location 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 and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

## **The Contribution of Geography to Teaching in Other Curriculum Areas**

### **English**

Geography makes a significant contribution to the teaching of English in our school because it actively promotes the skills of reading, writing, speaking and listening. We ensure that some of the texts that we use in the literacy are geographical in nature. At Key Stage 2, we debate environmental issues through our teaching and because we believe that these develop speaking and listening skills. We also use environmental issues as a way of developing the children's writing ability by asking them to record information and write reports and letters.

### **Mathematics**

Geography in our school contributes to the teaching of Mathematics in a variety of ways. The children study space, scale and distance and they learn how to use four and six figure grid references. They also use graphs to explore, analyse and illustrate a variety of data.

### **ICT**

We make provision for the children to use the computer in Geography lessons, where appropriate. We incorporate ICT in our Geography curriculum planning, using the Digimaps For Schools Programme and Google Earth. The children use ICT in Geography to enhance their skills in data handling and in presenting written work. They can research information through the Internet and communicate with other pupils in other schools and countries by e-mail. Children can use a digital camera to record and use photographic images.

### **Assessment**

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 and Review**

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 specially-allocated time in which to fulfil this role by reviewing samples of children's work and visiting classes to observe teaching in the subject.

## **Inclusion**

### **Equal Opportunities**

- We plan our classroom activities to challenge and involve all pupils appropriately, according to age and capability, ethnic diversity, gender and language background
- We are aware of different learning styles and the need to allow pupils to be able to work in their preferred learning styles for some of the time
- We use materials for teaching which avoid stereo-typing, and bias, towards race, gender, role or disability
- We deal with such issues clearly and sensitively when they arise

### **Adaptation**

At our school, we teach geography to all children, whatever their ability. History 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 progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. We use a range of strategies to support pupils.

### **For our gifted and talented pupils, we will expect:**

- Teachers to provide teaching and learning experiences that encourage pupils to think creatively, explore and develop ideas, and try different approaches.
- Greater independence in working
- Provide real-life research and presentation opportunities
- Avoid giving gifted pupils additional writing tasks and encourage them instead to communicate their understanding in a variety of ways, giving them responsibility for choosing and evaluating the most appropriate method.

Reviewed policy:	December 2025
Policy to be reviewed again on:	September 2026