




Geography Policy

Our Vision:

At St Paul's, we seek to provide pupils with the essential knowledge they need to be educated citizens in tomorrow's world. It reflects our vision that every child will be supported to achieve their full potential, growing into the person God wants them to be and flourishing in His love.

Our curriculum is rooted in a rich knowledge and understanding of our geography and heritage, our culture and community and our local challenges and opportunities. Our intent is to make a real difference to children's lives, raising their own and others' aspirations, securing educational success and deepening their knowledge and love of self and others around them.

We seek to develop our children's awe and wonder, their self confidence and their ability to be an 'agent of change'. We want our children to know their world, to keep themselves safe and healthy, to live economically, to 'set the world on fire'.



"BE WHO
GOD MEANT
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AND YOU
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WORLD ON
FIRE!"

-St. Catherine of Siena

CONTEXT

The school's policy for geography is based on the 2014 National Curriculum for Key Stages 1 and 2 alongside the Early Years Early Learning Goals.

INTENT

Geography has always been held in high regard at St Paul's Catholic Primary School, with the local area's own rich geography celebrated throughout the school. Our high-quality geography education at St Paul's aims to inspire pupils' curiosity to know more and remember more over time. Within our geography curriculum we aim to develop and deepen our children's understanding of the conditions and features which make up our physical environment. We believe that stimulating their interest in their surroundings, developing their geographical enquiry and skills through first-hand experiences will inspire our children to learn. Our children are encouraged to develop not only a greater understanding and knowledge of the world, but their place within it. The geography curriculum at St Paul's enables children to develop knowledge and skills which are transferable to other curriculum areas and which can and are used to promote their spiritual, moral, social and cultural development. Geography is, by nature, an investigative subject, which develops an understanding of concepts, knowledge and skills. We seek to inspire in our children, a curiosity and fascination about the world and its people which will remain with them for the rest of their lives; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. Our curriculum is designed around developing knowledge and skills which are progressive. Topics are informed by the national curriculum and are sensitive to children's interests, as well as the context of the local area. The geography curriculum at St Paul's is carefully planned and structured to ensure that current learning is linked to previous learning and that the school's approaches are informed by current pedagogy.

The national curriculum for geography aims to ensure that all children:

- 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 which 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;

IMPLEMENTATION

Geography is taught in blocks throughout the year, so that children achieve depth in their learning, by knowing more and remembering more over time. All year groups follow the geography long term plan, which has been aligned with the national curriculum. The geography subject lead has identified key topics that the children will cover from Year One to the end of their primary journey in Year Six. The Subject Lead has identified the key knowledge and skills of each topic and consideration has been given to ensure progression across topics throughout each year group across the school. By the end of year 6, children will be able to draw comparisons and make connections between different places, countries and areas. Outcomes of work are regularly monitored to ensure that they reflect a sound understanding of the key identified knowledge. Within our knowledge-rich approach, there is a strong emphasis on people and the community of our local area. The local area is also fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice.

The Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS' guidance. Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment. In planning and guiding children's activities, there will be a focus on the three characteristics of effective teaching and learning:

- Playing and exploring - children investigate and experience things, and 'have a go';
- Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Teaching Time:

In both Key Stage one the time allocated to the teaching of geography spans a two- year rolling programme to accommodate mixed-age classes. In Key stage Two the teaching of geography spans a one-year programme. Both Key Stages will teach three geography topics, each one of at least six weeks over the year. Teachers are provided with the long term plan that states what needs to be taught during the Autumn, Spring and Summer term. Teachers are given autonomy to plan their geography topics within each long term. Topics are informed by the

national curriculum and are sensitive to children's interests, as well as the context of the local area. Teachers are also recommended to order books from Plymouth's Library Service. Geography is also taught through assemblies, art, music and English. Teachers use a variety of teaching and learning techniques in geography lessons.

At St Paul's we believe that it is vital that each subject is taught in its own right, combined with enquiry-based research activities. All geography learning objectives are introduced with 'As a geographer,'. We encourage children to ask as well as answer historical questions. Children engage in a wide variety of problem-solving activities. We recognise that there are children with different geographical abilities in all classes and we provide suitable learning opportunities for all children. We achieve this by:

- providing low threshold, high ceiling opportunities that can be open-ended with a variety of possible responses;
- asking higher order questions that probe for deeper understanding;
- setting tasks with increasing depth of learning and challenges;
- providing resources of different complexity according to the conceptual understanding of the child;
- using additional adults to support the work of individual children and groups of children.

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 and provides opportunities for children to write for a purpose. Once a long term pupils will write a non-fiction piece of writing about their current geography topic in their geography books.

Maths

Geography contributes to the teaching of mathematics in a multitude of ways. We teach the children how to represent objects with maps. The children study space, scale and distance and they learn how to use four and six-figure grid references. The children also use graphs to explore, analyse and illustrate a variety of data.

Spiritual, Moral, Social and Cultural Education (SMSC) and Citizenship

Geography contributes significantly to these areas of learning as the subject matter lends itself to raising matters of citizenship and social welfare. For example, our children study re-cycling and how environments are changed for better or for worse. Secondly, the children take part in debates and discussions. Geography in our school promotes the concept of positive citizenship.

Links with outside agencies/providers

Each year group in Key stages 1 and 2 will participate in a school trip or visiting workshop relevant to their geography theme. These experiences will support and enhance children's learning in an active and engaging way.

Role of the Subject Leader

The Subject leader's responsibilities are:

- To ensure a high profile of 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 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 Senior Leadership Team (SLT)
- 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

Monitoring and Evaluation

The geography curriculum is monitored and evaluated yearly to ensure it meets the needs of the children at St Paul's and is fit for purpose. Geography leaders are responsible for monitoring progression in and development of geography skills across the school. They provide support

for colleagues in the teaching and resourcing of geography and are informed about current developments in the subject. geography Leaders monitor geography through assemblies, displays, interviews with children and geography book evidence. Some lessons and activities may be observed during the monitoring process.

IMPACT:

Children's outcomes can be seen in learning journeys (Early Years), geography books , photographic records and displays around the school. Regular quizzes at the start of the lesson are used to revisit knowledge, skills and concepts to aid long-term retention, as well as being a key assessment tool for the teacher to see progress and notice gaps in knowledge. Therefore, this enables children to know more and remember more over time. The geography lead and governors talk to groups of children to establish whether key learning has been retained. Outcomes in geography and English books evidence a broad and balanced geography curriculum and demonstrate the children's acquisition of identified key knowledge. Children also record what they have learned comparative to their starting points at the end of every topic. Emphasis is placed on analytical thinking and questioning which helps pupils gain a coherent knowledge and understanding of the wider world and are curious to learn more. Through this study pupils learn to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

Assessment

Assessment for learning is a continuous process throughout the planning, teaching and learning process. Key geography knowledge is taught to enable and promote the development of children's geography knowledge and enquiry skills. Assessment for learning will underpin teaching and learning in geography . Geography attainment is reported to parents in the child's annual report. Assessment is support by use of the following strategies:

- Observing children at work, individually, in pairs, in a group and in class during whole class teaching.
- Using differentiated, open-ended questions that require children to explain and unpick their understanding.
- Providing effective feedback, including interactive marking through green pen questions where appropriate, to engage children with their learning and to provide opportunities for self-assessment, consolidation, depth and target setting.
- Book moderation and monitoring of outcomes of work, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners, with the acquisition of the pre-identified key knowledge of each topic being evidenced through the outcomes.

- At the start of the unit pupils will complete a mindmap (what I know already) and at the end of the unit the children will use a different pen and add the things they have learnt.

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Equal Opportunities

At St Paul's we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion and also to maintain a positive ethos where children demonstrate positive attitudes towards others. Support for specific individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be provided for and demonstrated by children who require further challenge.

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Policy written: April 2022 Joshua Caves

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