ST FRANCIS OF ASSISI CATHOLIC PRIMARY SCHOOL

GEOGRAPHY POLICY

Mission Statement:

Rooted in Faith ~ Growing in Love ~ Learning for Life

Whole School Curriculum Intent

At St Francis of Assisi Catholic Primary School, we are deeply committed to developing the gifts and talents each pupil has been given by God. The school's direction stems from its Mission Statement, 'Our School Is Somewhere We Can Grow Together'.

We deliver an engaging and challenging curriculum for every child that attends our school. The National Curriculum forms the foundation for all learning, which has been carefully sequenced to ensure that all children, in particular the disadvantaged and those with Special Educational Needs, are exposed to the richest and most varied opportunities that we can provide.

We have ambitious expectations and will support the spiritual wellbeing of each child by instilling the knowledge, skills and understanding that they need to be aspirational, successful young people, who are confident and well-rounded in an ever-changing world.

Geography Intent Statement

At St. Francis, we believe that an understanding of Geography provides children including those that are disadvantaged or have Special Educational Needs, with a means of exploring, appreciating and understanding the world in which we live in whilst simultaneously providing children with an understanding of the impact and role they have as individuals on our world. As such, its value cannot be understated. Consequently, our Geography curriculum is designed to provide all children with the passion and motivation to investigate and enquire about the world, its people, its past and its future. Through a carefully sequenced and challenging curriculum, children are exposed to engaging, purposeful and diverse experiences to deepen their geographical knowledge and understanding on their journey as geographers. Furthermore, we are committed to ensuring that our teaching develops children's fieldwork skills as well as their knowledge about the world's physical and human processes so that they are able to confidently navigate their way through our ever-evolving world.

The aims of Geography are:

- To stimulate children's interest in their surroundings and develop a knowledge and understanding of the physical and human processes which shape places.
- To increase children's knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country.
- To provide learning opportunities that enthuse, engage, and motivate children to learn and foster a sense of curiosity and wonder at the beauty of the world around them.
- To encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means.
- To make sense of their own surroundings through learning about their own locality and the interaction between people and the environment.
- To develop the geographical skills, including how to use, draw and interpret maps of different scales, and the vocabulary necessary to carry out effective geographical enquiry.

- To be able to apply map reading skills to globes and atlas maps and identify geographical features.
- To formulate appropriate questions, develop research skills and evaluate material to inform opinions.
- To enable children to work geographically in a range of appropriate contexts, using a variety of materials and equipment including other people's experiences and knowledge.

Subject Curriculum Design – Implementation

At St. Francis we follow the 2014 National Curriculum Geography which details the programmes of study to be taught in each Key Stage. Please see the Topic Curriculum Maps for more detail on the organisation of topics by year group.

Early Years
Geography is taught in 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 which underpin the planning for children aged three to five. 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 different places and habitats and investigating our 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 people, places 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 using suitable vocabulary, fieldwork techniques and maps, plans and atlases. Pupils will use secondary sources of information with accuracy, including aerial photographs, satellite images, etc. As well as making its own distinctive contribution to the school curriculum, Geography contributes to the wider aims of primary education. Teachers will ensure that links between subjects are maximised.

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. We use a variety of teaching and learning styles in our Geography lessons.

- All lessons have a clear learning objective taken from the National Curriculum and this is always shared with pupils. It should be written as a 'Can I…?' and be present on all pieces of work.
- Lessons may be made up of both knowledge learning and practical activities.
- Lessons may include enquiry-based research activities.
- Children are encouraged to ask as well as answer geographical questions.
- Opportunities are provided for children to use a variety of data, such as maps, statistics, graphs, pictures, aerial photographs, geographical footage and we enable them to use ICT in Geography lessons where this serves to enhance their learning.
- Every lesson should show progress and/or help children to deepen their understanding and should build on prior knowledge, therefore all children should be challenged.
- Geographical vocabulary should form part of every lesson and it should be used in the correct way in order to develop children's knowledge.
- Opportunities for self and peer assessment should be incorporated into every lesson. Children should consider what they did well and how to improve. Children are expected to perform to the best of their ability. All work should be self-assessed using traffic light colours and there should be indication of support from an adult (see Marking Key).
- All children should be given a Next Step per topic in their book (see Marking Key) and given time to go back and work on this or show their reflections using a pink pen.

Sequencing the Curriculum

The Geography curriculum has been carefully sequenced through consultation with staff and the Geography Subject Leader in order to create the Topic Curriculum Maps. These outline the National Curriculum objectives that each year group will cover within a topic and the outcomes planned for. National Curriculum objectives have been mapped to ensure full curriculum coverage and opportunities to revisit skills throughout a key stage. These documents are used by teachers to support with planning to ensure there is a clear progression of skills across all Geography topics.

Assessment and Record Keeping

At St. Francis of Assisi School assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Assessment will be based on an assessment of key skills and essential knowledge and understanding within Geography. Feedback is given to the children as soon as possible, and marking work will be guided by the school's Marking Policy.

Inclusion and Special Educational Needs

We aim to meet the needs of all children by an effectively differentiated curriculum through quality first teaching. Where we identify that, due to one or more factors a child is finding an area of learning challenging, measures are put in place to support the child in catching up. These measures

are individual and personal to the needs of that child at that time and may be as small as altering an element of our classroom practice. On occasion, a child may have a significant difficulty which requires support from specialist strategies or external agencies. Ultimately, we aim to ensure that every single child is fully catered for regardless of their age, gender, race, culture or ability. Where children do find difficulties, we are pro-active in our actions.

Monitoring and Evaluation

In Geography, the Subject Leaders and SLT know that children achieve their very best through regular monitoring which includes lesson visits, book and planning reviews, staff meetings and pupil voice. Subject Leaders regularly meet and report to link governors.

Role of Subject Leader

The Subject Leader will be responsible for improving standards of teaching and learning in Geography through:

- Pupil progress,
- The quality of the learning environment,
- Taking the lead in policy development,
- Auditing and supporting colleagues in their CPD,
- Purchasing and organising resources,
- Keeping up to date with subject developments.