

# St Patrick's Catholic Primary School



## Geography Policy

### Rationale

Geography helps children make sense of the world around them and develops a healthy curiosity in places, people and processes that shape our natural world.

Geography at St.Patrick's is designed to inspire our pupils and stimulate their curiosity in the world and its people whilst equipping them with the knowledge and skills needed to be confident investigators of geography.

Our goal is for *all* children to develop a love and fascination of geography.

### Intent

Through our geography curriculum pupils will develop -

- An excellent knowledge of where places are and what they are like.
- *A sense of their own surroundings through learning about their own locality, and the interaction between people and environment.*
- *An interest in and knowledge and understanding of contrasting localities in Britain, Europe and the rest of the world.*

- *A knowledge and understanding of the human and physical processes which shape places.*
- *An appreciation of the similarity and difference in the world about them and to respect other people's beliefs, attitudes and values.*
- *An understanding of geographical skills and vocabulary necessary to carry out effective geographical enquiry.*
- *The ability to formulate appropriate questions, develop research skills and reach clear conclusions and develop a reasoned argument to explain findings.*
- *The ability to express well balanced opinions, rooted in knowledge and understanding about current and contemporary issues in society and the environment.*
- *Highly developed and frequently utilised fieldwork and other geographical skills and techniques.*
- *An enjoyment of geographical experiences that build confidence and understanding.*
- *A passion for and commitment to the subject and a real sense of curiosity to find out about the world and the people who live there.*

## **Implementation**

Geography explores the relationship between the earth and its peoples through the study of the physical and human features of earth, the influence of the environment on human behaviour and lifestyles, and the natural resources people use.

The objectives of geography teaching at St. Patrick's are based on the requirements of the National Curriculum programmes of study for key stages 1 and 2. In addition, we use Chris Quigley Curriculum Companion to help develop and embed content for our teaching and to support teacher subject knowledge. As concepts are weaved through every year group and purposeful

repetition is planned for, this helps us deliver a 'year built on year' geography curriculum. Through this, pupils form a geography schema (organized knowledge) within their long term memories.

'*Threshold Concepts*' or the big ideas that underpin geography are used to help build a geography schema. The three threshold concepts in geography are:

*Investigate Places* – This concept involves understanding the geographical location of places and their physical and human features.

*Investigate Patterns* – This concept involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported.

*Communicate geographically* – This concept involves understanding geographical representations, vocabulary and techniques.

Each *threshold concept* has its own *knowledge categories/web* which include; *location, physical features, human features, diversity, physical processes, human processes and techniques*. These help strengthen and build a geography schema.

*Knowledge categories/webs* help pupils meet attainment goals or *milestones* at the end of a two year period. Milestone one is for year one and two, milestone two is for year three and four and milestone three is for year five and six. Each of these milestones provides specific subject knowledge, with a progression of skills for various topics. Many of these milestones are repeated in two consecutive year groups, meaning that children learn about each topic on two separate occasions in two separate year groups, Please see our geography overview for year specific topics studied.

Alongside the units provided by Chris Quigly Curriculum, teachers have access to additional units at Key Stage 1 and 2 which specifically link to our local area as outlined in the Morecambe Bay Curriculum. This is a unique 'place based' green curriculum where children learn to appreciate the diversity of Morecambe Bay and its unique natural environment and heritage.

We use a variety of teaching and learning styles in our geography lessons at St. Patrick's. Whole-class teaching methods are combined with enquiry-based research activities and fieldwork activities form an integral part of children's learning. We encourage children to work both collaboratively in small groups and independently to ask as well as answer geographical questions.

We offer children the opportunity to use a variety of data, such as maps, statistics, graphs, pictures, video and aerial photographs, and we enable them to use ICT in geography lessons where this serves to enhance their learning, for example through Purple Mash, Inspire Education and Google Earth.

Children learn about other places through reading stories with settings in different places and in different landscapes. They make outside visits and engage in a wide variety of problem-solving activities. Wherever possible, we involve the children in 'real' geographical activities, e.g. research of a local environmental problem.

## **Impact**

Outcomes in topic books, geography books, wall displays demonstrate a broad and balanced Geography curriculum at St. Patrick's. As children progress through school, they acquire key knowledge and skills and develop a sound knowledge and understanding of both human and physical Geography.

Children appreciate their local area and its place within the wider geographical context. Children gain an appreciation of life in different societies and develop a sense of other cultures.

## **Early Years Foundation Stage**

In our reception class, geography is taught as an integral part of topic work covered in the EYFS setting. In the EYFS geography is about the children having the opportunities to find out and learn about the world they live in. The geography side of the children's work is related to the understanding of the world objectives set out in the EYFS curriculum. Geography knowledge and skills as much as possible is acquired through outdoor learning experiences.

## **Key Stages 1 and 2**

We use Chris Quigley Curriculum Companion to help develop and embed content for our teaching and to support teacher subject knowledge. Micro topics and related geography skills are linked, repeated and consolidated between years 1 and 2 (Milestone 1), year 3 and 4 (Milestone 2) and year 5 and 6 (Milestone 3).

Fieldwork skills are taught and experienced outdoors and geography trips are planned for to consolidate geography work learned in class.

At Key Stage 1, geography is about developing knowledge, skills and understanding relating to the children's own environment and the people who live there and developing an awareness of the wider world.

At Key Stage 2, geography is about developing knowledge, skills and understanding relating to people, places and environments at different scales in the United Kingdom and

overseas and an appreciation of how places relate to each other and the wider world.

## **Lessons**

A variety of approaches will be used to ensure continuity and progression. Lessons will include a blend of whole class teaching, group and individual work.

Learning activities may consist of:

- Whole class daily focus, for example on weather.
- Groups, mixed ability or differentiated tasks. • Relevant discussions at class, group and paired level.
- Opportunities for children in groups to communicate findings in a variety of ways including the use of ICT.
- Fieldwork activities outdoors in small groups, individual or as a whole class

## **Assessment**

At St. Patrick's assessment is continuous throughout the planning, teaching and learning cycle. We use summative and formative assessment to determine children's understanding of key Geographical knowledge and skills.

Assessment is supported 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 their understanding allowing them to gain confidence in articulating their knowledge and expressing themselves clearly.

- Provide effective feedback, including interactive marking, where appropriate, to engage children with their learning and to provide opportunities for self-assessment and consolidation.
- 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.
- Use of learning objectives in the form of I can statements for each lesson which children feedback on at the end of a lesson.

Once the children complete a 'Knowledge Web', we make a summary judgement of the work using formal strategies (e.g. group assessment tasks, quizzes) and informal strategies (such as concept maps, verbal/written outcomes). Each child's attainment and progress in Geography is formally reported to parents at the end of the school year in the end of year report.

### **Geography and ICT**

ICT plays an integral part in the teaching and learning of geography at St. Patrick's. Clear links to ICT is made in planning and every opportunity to explore links with ICT are used. We use Inspire Education and Purple Mash for specific geography topic areas when possible. Children use Google earth, digital maps and aerial images when studying local and wider world locations.

### **Cross- curricular links**

Whilst learning about geography children will need to access knowledge and skills from other curriculum areas. For example, they may need to draw upon data handling and computing knowledge; scientific skills or even speaking and listening, to debate environmental issues: all in the application of their

learning. Links to areas in history are forged where possible, for example, study of the Nile and Ancient Egyptians, Impact of volcanic eruptions and Pompeii (Romans). All of these links need to be relevant and purposeful and emphasise that we cannot learn about geography in isolation but also that whilst children are studying geography, that the principles and disciplines of Geography are always central to what is being taught.

### **Differentiation**

We aim to encourage all children to reach their full potential through the provision of varied opportunities and responding and adapting our teaching to the children's individual needs. We recognise that our curriculum planning must allow children to gain a progressively deeper understanding and competency as they move through our school.

### **Equal Opportunities**

All children at St. Patrick's will be given equal access to geography irrespective of race, gender and creed, level of ability or nationality. Mutual respect and tolerance for all cultures will be promoted through the study of geography.

### **Resources**

All topics have resource boxes containing a range of resources to aid the teaching of that subject. Resources are audited annually and reviewed through discussion with teachers.

### **At St. Patrick's the role of the geography leader is to:**

- Ensure the development of geography through a progressive and sequenced curriculum map.



- Renew, update and complement resources needed to deliver the curriculum, within budget restraints.
- To attend regular CPD
- Audit current practice identify strengths and areas to improve.
- Develop assessment and record keeping ensuring progression and continuity.
- Monitor and review the geography provision within St. Patrick's
- Write, monitor and evaluate an action plan for Science for the School Improvement Plan
- Write and ensure Geography policy and curriculum / progression of skills maps are relevant and up to date.
- Ensure that the Geography curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment.
- Inspire colleagues to deliver high quality teaching and learning opportunities

### **Monitoring and Evaluation**

To monitor and evaluate geography the subject leader:

- Supports teachers via explaining the progressive curriculum map, discussing the key concepts/ideas in geography, co-planning, observing and giving feedback
- Collects and monitors Geography books and examples of children's work at least twice a year and monitoring this against the progression contained in the curriculum map
- Feedback to teachers after book scrutinies and discussions with children
- Annually observe Geography lessons
- Hold annual pupil interviews and discuss with children informally what they are learning in geography, how they feel about geography and what they enjoy

- Reviews resource provision
- Works co-operatively with the SENDCo
- Discusses with the Headteacher and (if applicable) the progress with implementing this policy in the school.

## **Health and Safety**

### *Teachers at St. Patrick's:*

- Ensure risk assessments are completed before any field trips are agreed.  
Discuss all planned trips with the Headteacher.
- Ensure adequate supervision is organised for all field work.

### *Children at St. Patrick's are taught:*

- Safe practices in the field and how to achieve them.
- How to use equipment in accordance with the health and safety guidelines.
- To behave considerably and responsibly, showing respect for other people and their environment whilst on trips outside the classroom.

## **Disability Equality Impact Assessment**

This policy has been written with reference to and in consideration of the school's Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff and parents.

Dec 2022