



St Edmund's Catholic Primary School

Geography Policy

Mission Statement:

"A learning community, celebrating Christ in all, building a kingdom of love, hope and joy."

As a Catholic school we recognise in everyone the dignity and beauty of the person, made in the image of God. We value each individual and respect them regardless of their background and circumstances because they are our brothers and sisters in the family of God, and we are called to love and value everyone.

Purpose of study

Geography is an essential part of the curriculum, it provides a means of exploring, appreciating, and understanding the world in which we live and how it has evolved. Geography explores the relationship between the Earth and its people through the study of place, space, and environment. It contributes to the cultural, social, spiritual and moral life of children as they acquire knowledge of a range of different cultures and traditions, and learn tolerance and understanding of other people and environments. Geography is the subject in which pupils learn the skills of understanding a locality and how and where people fit into its overall structure. Developing geographical skills is essential as children live in a world that is wide open to them. With opportunities to travel and work in different cities and countries across the world, pupils need to use efficiently maps, charts and other geographical data. The opportunities for the children to carry out geographical enquiry are also of value.

Aims

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.

In our school every day we learn, love and pray.

- 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.

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 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 around the 'prime area' of Understanding the World, which underpin the planning for children aged three to five. Geography makes a significant contribution to the Early Learning Goals objectives of developing a child's understanding of the world. Through "Understanding the World" children are encouraged to get to know about the place where they live and about all aspects of the environment. They investigate and take notice of the world around them, including places, the natural environment, and the built environment. Beginning with their own home and the journeys they make to and from home, they gradually develop an awareness of new places through books and technology.

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 maximized.

How we teach Geography in the curriculum

At St Edmunds, Geography is taught through topic work in literacy. This is to help inspire and engage the children, to have interest and succeed in both curriculum areas. As in all areas of the curriculum, learning objectives, success criteria and marking should be evident. Our long-term and medium-term plans outline the themes covered each term for each key stage. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term.

Progress and Achievement

Children are monitored on a regular basis to check progress. We encourage all pupils to take responsibility for their own and their peers learning. A range of Assessment for Learning strategies are used, for example peer marking – as they move through the school the children are encouraged to comment on each other's work using vocabulary related to the skill taught, as well as evaluation, self-assessments against objectives and success criteria, the use of talk partners and end of unit teacher/pupil evaluation. Through these, both children and adults are able to recognise the progress being made. Children are encouraged to make personal assessments of their own work through evaluating activities and identifying what they need to improve.

Assessment

Assessment is an integral part of the teaching process. This is used to inform planning and to facilitate differentiation. Children will be assessed through ongoing teacher assessment as well as peer and self-assessment. This is to ensure that understanding is being achieved and that progress is being made.

Each year group has a range of skills to cover and meet, with judgments being made against groups of children as they progress through a topic. These assessments will form part of each class teacher's record of foundation subjects to ensure progression through each subject area.

Monitoring

Monitoring takes place regularly through sampling children's work, child conferencing, a termly book scrutiny and regular meetings with the Governor responsible for humanities.

Health and Safety

Visits and fieldwork are an essential part of the Geography Curriculum helping to develop geographical enquiry and skills. Children learn best when the learning environment is ordered and they feel safe, any visit should be well organised and provide a stimulating and valuable experience. The pupils should prepare well for the visit and, on their return, use the experience to good effect in the classroom. The class teacher, or leader, should plan the visit meticulously, with the pupils' safety and welfare paramount.

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