

# St Peter's Catholic Primary School



## Geography Policy

## **Introduction**

This policy reflects St Peter's values and philosophies in relation to geography. It sets out a framework within which the staff can operate. It is in conjunction with the National Curriculum for Geography.

The policy has been drawn up in agreement with the staff and has the full agreement of the governing body

## **Intent**

At St Peter's Catholic Primary School Primary School, we are GEOGRAPHERS! We want our children to love geography! We want them to have no limits to what their ambitions are and grow up wanting to be cartographers, town planners, conservationists or weather forecasters. Our aim is that, through the teaching of Geography at St Peter's Catholic Primary School, we provide a purposeful platform for exploring, appreciating and understanding the world in which we live and how it has evolved. We want to ensure that through Geography, pupils are able to explore the relationship between the Earth and its people through the study of place, space and environment. In Geography, pupils in our school will learn the skills of understanding locational knowledge; how and where people fit into its overall structure. We also intend for children to become passionate and knowledgeable about our local community and beyond, by learning through experiences in practical and fieldwork activities.

The aims of geography are:

- To enable children to gain knowledge and understanding of places in the world and compare them with their local area.
- 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 allow children to learn graphic skills, including how to use, draw and interpret maps;
- To enable children to know and understand environmental problems at a local, regional and global level;
- To encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means;
- To develop a variety of other skills, including those of enquiry, problem solving, ICT, investigation and how to present their conclusions in the most appropriate way.

## **Implementation**

Geography is taught in blocks throughout the year, so that children achieve depth in their learning. The key knowledge and skills that children acquire and develop throughout each block have been mapped to ensure progression between year groups throughout the school. Topics are blocked to allow children to focus on developing their knowledge and skills, studying each topic in depth.

Our Geography curriculum is designed so that children with 'themselves' and their local area before working out to the UK and the rest of the world. Location knowledge and map work are woven throughout all Geography topics. We are developing a progression of skills each year. In order to support children in their ability to know more and remember more, there are regular opportunities to review the learning that has taken place in previous topics as well as previous lessons.

A mind map (What I Know) is used to check existing knowledge at the beginning of each Geography topic and this process informs a program of study that is responsive to children's interests. Children will review previous learning and will have the opportunity to share what they already know about a current topic. Children are given a knowledge organiser at the start of each topic which details some key information, dates and vocabulary. This is not used as part of an assessment, but to support children with their acquisition of knowledge and used as a reference document. To support teaching, staff access a range of resources and planning including the Geography Association. Effective use of educational visits and visitors are planned to enhance and enrich the pupil's learning experiences within the Geography curriculum. Teachers use highly effective Assessment for Learning at different points in each lesson to ensure misconceptions are highlighted and addressed. Effective modelling by teachers ensures that children are able to achieve their learning intention, with misconceptions addressed within it.

Through using a range of assessment tools, differentiation is facilitated by teachers to ensure that each pupil can access the Geography curriculum. Children are given clear success criteria in order to achieve the Learning Intention with different elements of independence.

Pupils are regularly given the opportunity for Self or Peer Assessment, which will then be used to inform planning, preparation, differentiation and address misconceptions within the lesson, or for the next lesson.

Cross-curricular links are planned for, with other subjects such as Maths, Writing and Computing.

Educational, Immersive displays that answer the key questions help to create a rich learning environment for each Geography focus.

## **Impact**

The impact of the curriculum design will lead to outstanding progress over time across key stages relative to a child's individual starting point and their progression of skills. Children will therefore be expected to leave St Peter's Catholic Primary School reaching at least age-related expectations for Geography. Our Geography curriculum will also lead pupils to be enthusiastic Geography learners, evidenced in a range of ways, including pupil voice and their work.

## **The Early Years**

Foundation Stage Curriculum supports children's understanding of geography, people and communities through the planning and teaching of 'Understanding the World'. Children learn about features of their own environment such as school, home, community and their city through first hand experiences and learn how environments may differ through the sharing of books, stories, poems, small world play, role play and visits. Children enjoy the valuable experiences gained from our regular trips to places within their local community such as the library, park and local shops. Children are given time to discuss, comment and ask questions about what they observe about the world around them and are encouraged to be active learners and explore their interests further.

## **Assessment**

Assessment has two main purposes

- Assessment of learning (also known as summative assessment).
- Assessment for learning (also known as formative assessment).

## **Assessment of Learning AoL) – Summative Assessment**

Assessment of learning is any assessment that summaries where learners are at a given time point in time – it provides a snapshot of what has been learned and is used in conjunction with APP (Assessing Pupils Progress).

## **Assessment for Learning AfL) – formative assessment**

“Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there”.

At St Peter’s Catholic Primary School we recognise that AfL lies at the heart of promoting learning and raising standards of attainment. We further recognise that effective AfL depends on actually using the information gained.

## **Role of the Subject Leader**

The subject leader is responsible for coordinating geography throughout the school. This includes:

- Ensuring continuity and progression from year group to year group through monitoring books and planning.
- Guiding colleagues with how geography should be taught.
- Advising on training needs and booking staff on appropriate courses.
- Assisting with buying and maintaining resources within the yearly budget.
- Assisting and supporting colleagues in the implementation and assessment of geography throughout the school.

## **Role of the Class Teacher**

- To ensure progression in the acquisition of geographical skills with due regards to the National Curriculum for geography.
- To develop and update skills, knowledge and understanding of geography.
- To identify inset needs in geography and take advantage of training opportunities.
- To keep appropriate on-going records.
- To plan effectively for geography, liaising with coordinators where necessary.
- To inform parents of pupils’ progress, achievements and attainments.

## **Parental Involvement**

At St Peter’s Primary School we encourage parents to be involved by:

- Inviting them into school twice yearly to discuss the progress of their child.
- Inviting parents into school in the summer term to discuss the yearly report.
- Having an ‘open door’ policy where parents are free to speak to class teachers’ either before or after school each day.