

SAINT MARY'S CATHOLIC PRIMARY ACADEMY

Mr J O'Connor – Head Teacher



CURRICULUM POLICY FOR GEOGRAPHY

Approved by
Joseph O'Connor

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by: To be monitored and updated as required

CURRICULUM POLICY FOR GEOGRAPHY

Mission Statement

"We Value All in the Name of Jesus the Christ"

Learning is a sacred endeavour.

Here are some highlights from a document shared in full on our 'Building the Kingdom' course – to wet your appetite!

How is Maths a sacred subject?

How is Geography a sacred subject? Geography enables all learners to experience the beauty, awe and wonder of God's world and to develop an awareness of their place in it. All places and spaces have a history behind them shaped by humans, location, climate, and politics.

Introduction

Geography is a valued part of the curriculum, providing a purposeful means for 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. Geography is concerned with pupils learning about their own locality, whilst becoming aware of and developing knowledge and understanding of the world beyond their own environment.

Geography encourages children to learn through experience, particularly through practical and fieldwork activities. At Saint Mary's Catholic Primary School, we believe it is important to build a geographical curriculum that endorses the importance for outdoor learning to build a curiosity for learning to help them to know more, remember more and understand more.

The strands in Geography are:

- Locational knowledge
- Place knowledge
- Human and physical geography
- Geographical skills and fieldwork

Intent

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At St Mary's, it is our intention that Geography is taught through a half-termly topic designed to ignite pupils' love of learning. This enables teachers to create cross curricular links, giving a meaningful context for the learning. However, teachers make it explicit to children that they are learning geography skills and building geographical knowledge.

Geography is important in our school; it provides a means of exploring, appreciating and understanding the world in which we live in and how it has evolved. We especially want the children to be knowledgeable of their local area, Grimsby, and explore this through topics and getting out into the local environment. We explore the relationship between Earth and its people. It stimulates curiosity and imagination. Children will learn about natural wonders as well as current issues in the world today.

Implementation

Through following a knowledge-rich curriculum, supported by Cornerstones, our topics are designed to be tailored for our children and their experiences. They ensure the children can build and develop their geographical skills and knowledge year upon year. Children will begin to learn about their local area. They then expand through their region, country and then to the wider world as they go through school, applying the geographical skills and knowledge gained each year.

For a half term, three times a year, children will study an in-depth geographical topic, where they can explore and be fully immersed in geographical project. This is to ensure children have time to develop their skills and knowledge as well as have in depth learning. However, geography skills and knowledge is revisited throughout the year in other topics.

Staff continually review and adapt work and learning to meet our children's needs as well as us progression charts to guide planning. Fieldwork sessions are incorporated into the units of work to actively engage the children in their learning as well as develop knowledge through hands on experiences. Children are taught to use subject specific language with confidence and apply this confidently in their writing/ work.

Fieldwork

Fieldwork is integral to good geography teaching, and we include as many opportunities as we can to involve children in practical geographical research and enquiry. All of the children will carry out investigations into the local environment, and we give them opportunities to observe and record information around the school site.

Impact

Children will know what human and physical features there are around them locally. They will have a strong geographical knowledge about the world we live in and will be able to discuss their understanding using subject specific language confidently. By the time the children leave the school, they will also have had a chance to explore their local environment.

By the time children leave St Mary's, they will:

- have an excellent knowledge of where places are and what they are like.
- have an excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- have an extensive base of geographical knowledge and vocabulary.
- have the ability to reach clear conclusions and develop a reasoned argument to explain findings.
- have significant levels of originality, imagination or creativity.
- be highly developed and frequently utilised fieldwork and other geographical skills and techniques.
- have 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.
- have the ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

Planning and Organisation

Geography at St Mary's is planned through our own curriculum taking into account the National Curriculum 2014 with a balance between Geographical knowledge and skills. Geography is carefully sequenced with regard and in rotation with History, to provide a comprehensive curriculum that has been strategically sequenced to ensure a broad and effective learning experience for all pupils. Each unit of work is underpinned by a clear rationale and conceptual rigour. Connections are meaningful, links between subjects have been embedded to ensure children gain a rich understanding from a geographical perspective. In addition, enquiry throughout the units encourage children to engage with major global challenges such as the environment, community cohesion, and ethical decision making.

Teachers use long term planning, developed by the Geography coordinator, which informs medium term planning. Class teachers are responsible for the teaching of Geography in their class in consultation with and with guidance from the Geography coordinator, Middle Leadership and Senior Leadership.

Long Term Planning

This is based on the National Curriculum for Geography, which details what is to be taught over the Key Stages and provides the topic basis for planning Geography activities for each year group. Opportunities for recap and recall through the school will be clearly identifiable.

Medium Term Planning

This takes the long term plan and organises the teaching of Geography into half-termly sections. The planning is more detailed and the objectives are more specific in nature. This planning is developed by class teachers, who respond to the needs of their pupils. It also ensures a balanced distribution of work is undertaken across each term. The medium term planning includes the learning intents for each lesson and the key knowledge the children will be learning. The medium term planning will also give opportunities for recap and recall through the school.

Short Term Planning

The short term planning is rooted into the medium term planning; this is to allow teachers to focus on preparation for the lessons. Teachers can use the medium term planning to identify the key knowledge they will be teaching, which will make the preparation of resources more efficient.

The coordinator will be responsible for:

- The implementation, review and update of the policy.
- Providing schemes of work for all aspects of the Geography Curriculum.
- Consultation and advice on resources and activities for other teachers.
- Attending CPD courses and cascading relevant information.
- The ordering, storage and inventory of resources.
- Monitoring and evaluating how the curriculum is delivered.
- Auditing the needs of staff and arranging CPD.

[SEND and Equal Opportunities](#)

At St Mary's, we adapt and differentiate learning opportunities for children with SEND in Geography lessons.

Teaching is adapted to suit the needs of these pupils in a variety of ways:

- setting suitable learning challenges
- responding to children's diverse learning needs

Interventions to enable inclusion may involve:

- grouping for teaching and learning purposes
- additional support
- adapted use of resources

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In Geography lessons, we ensure that EAL children are supported in a variety of ways. eg. emphasising key vocabulary and ensuring that the key vocabulary is explained in a way that can be understood, providing teacher or teaching assistant support, speaking clearly, using resources such as visual images, examples of work and making links to previous experiences.

[Recording of Children's Work](#)

Children are encouraged to record work in their exercise books when appropriate and photos and videos taken when completing other activities. Any photos and videos are to be uploaded to the server. Children may use a combination of written responses, mind-mapping, artwork and other activities as a record of their work. Examples of children's work will also be displayed on the school website including photographic/video evidence of displays, presentations and spoken activities to provide a source of engagement with parents, carers and the wider community.

[Marking and Feedback](#)

Marking and feedback is provided in line with the whole school marking and feedback policy. Feedback relates to their attainment against the learning objectives for Geography.

Monitoring & Evaluation

Geography is monitored throughout school by the Geography coordinator.

Evidence is provided through:

- work scrutiny
- data analysis
- review of planning
- learning walks
- pupil interviews

Feedback is shared and discussed with senior management, staff and governors regularly.

[Assessment](#)

Teachers will use the cumulative quizzes as an assessment tool. Teachers will use this to guide their teaching, identify any gaps in learning and inform future planning.

Summative Assessment

By using regular formative assessments, teachers are able to determine which objectives have been achieved and which will need revisiting. This information is then reported to parents

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annually through feedback reports and through parents' evenings. This assessment allows us to assess if children are WTS, EXS or GDS in Geography. A child learning at greater depth will have a good knowledge of locational facts but even more so they will show an understanding of geographical processes: showing regard for issues such as why places are where they are and what it is like to be there.

Monitoring is undertaken using book looks, lesson observations and walkthroughs.

Arrangements for Review

Policies are regularly updated/reviewed by staff and governors to ensure that all aspects of the Geography policy aims are being met and the standards of Geography are continuing to improve. This policy will be reviewed again by the Leadership team and Geography coordinator by May 2024.