

*Through God's grace a community growing in
knowledge and understanding*



St. Laurence Catholic Primary School

Geography Policy

Introduction

*'Informed and active future citizens need to understand how their lives are connected to others and are both shaped by and impact on the environments they inhabit if they are to make responsible choices for the future'.
Geography Assoc. 2008*

Geography at St Laurence Catholic Primary School is concerned with helping all children make sense of their surroundings, and develop an understanding of the interaction between them and their locality, other people and places, and the environment as a whole. It helps children with their understanding of issues of global citizenship and an understanding of the values of a range of cultures. Geography is primarily taught through the structured topics of the International Primary Curriculum (IPC). However Geographical skills are also taught across the curriculum through a range of activities.

Aims

Through the study of Geography at St Laurence Catholic Primary School, we hope to develop within the children:

- An understanding of what the 'geography' of places means – their physical, human and environmental characteristics.
- A sense of geographic identity through the study of real places developing locational knowledge.
- A sense of curiosity and wonder about the world in which they live, and how they have a responsibility for its care and continuation.
- An understanding of the interaction between people and the places where they live.
- Skills that help them to communicate geographic ideas effectively, for example, appropriate vocabulary and mapping skills.
- A knowledge of other cultures and an understanding of what it means to be a positive citizen in a multi-cultural country;
- A knowledge and understanding of environmental problems at a local, regional and global level;
- A commitment to sustainable development and an age appropriate appreciation of what 'global citizenship' means;
- A range of other skills, including those of enquiry, investigation, ICT and problem solving.

Objectives

At St Laurence's Catholic Primary School, the Geography curriculum will achieve its aims by:

- Provide children with opportunities to develop their locational knowledge, naming and locate places within the UK, Europe and Overseas.
- Enabling the children to study and make comparisons of both the physical and human geography of a range of real places, including within their own locality, places nearby and in other countries around the world.
- Giving the children opportunities to study in a variety of ways, including practical activities, investigations and first hand experience through fieldwork thereby allowing children to apply and further develop taught skills.

- Fostering a sense of enquiry in all pupils, encouraging them to make comparisons and ask questions about the places they study.
- Using, and encouraging the children to use, subject specific vocabulary in the correct contexts.

Entitlement

Geography at St Laurence Catholic Primary School will be taught in accordance with the National Curriculum 2014 Geography objectives and through the IPC Curriculum planning framework. We will ensure that the common requirements for Geography (NC Geog PoS) will be met.

In the Foundation Stage:

- Children will study the school and its grounds.
- They will be able to ask and answer questions about the things they see, making preferences and judgments.
- They will begin to discuss the weather and seasonal change.
- They will begin to be aware of places further away from the school, and be able to see similarities and differences with their own locality.
- Children will develop an awareness of similarities and differences between people.
- They will begin to think about how they can take care of things in their environment.
- They will have opportunities through ICT to develop their knowledge and understanding.

In Key Stage One:

- Children will investigate their local area, looking at its physical and human features and asking questions about what they see.
- They will study the effects weather has on their local area.
- Children will study how their environment has changed and is changing.
- They will be able to evaluate their environment and suggest how it can be improved.
- Children will study a contrasting locality, using geographical questions to find out more about the place.
- They will develop a greater awareness of similarities and differences between people.
- Children will be encouraged to think about their own impact on the environment.
- Children will begin to develop and use a variety of geographical skills such as mapping, vocabulary, ICT use and fieldwork.
- They will continue to have opportunities through ICT to develop their knowledge and understanding.

In Key Stage Two:

- Children will look in detail at human and physical features of our world.
- They will investigate rivers in particular, and further build upon their knowledge of weather in our area.

- They will study the reasons people chose to live in particular places and how these settlements form.
- They will continue to study how to sustain and improve our environment.
- Children will look more broadly at our country by studying recent issues in the news.
- They will study a contrasting different locality, investigating the interaction between people and the environment.
- They will continue to build upon the skills introduced in the Foundation Stage and Key Stage One, including the further development of their skills in ICT

Organisation

- Geography is taught in each year group. In the Foundation Stage, it is integrated into the curriculum, planned under the specific area ‘Understanding of the World’. In Key Stage One and Two Geography is taught within different IPC units of work. Teachers will plan a 2 year rolling programme and ensure that geographical knowledge and skills are taught in line with the National Curriculum guidance through the IPC and other learning opportunities e.g. school trips.
- Geography is taught by the class teacher to a mixed ability class on a two year programme thereby ensuring that every child receives the full age curriculum at within the appropriate key stage. This does not include Reception who have an annual curriculum.

Continuity and progression

- Continuity is the persistence of significant features of geographical education, allowing children to build upon their knowledge and understanding. Throughout their geographic work, children will use the same specific vocabulary, adding to this as they progress through the school. Throughout the school, the same geographic questions will be asked and answered, such as “Where is this place?” “What is it like?” etc.
- When new topics and ideas are introduced, reference will be made to past learning in previous years. For example, revisiting weather in the Foundation Stage, KS1 and the development through to Years 5 and 6 where pupils consider links between climate and weather.
- Progression is concerned with advances in pupils learning. Each topic the children learn about will build upon the generic skills of enquiry. The skills introduced in the Foundation Stage and Key Stage One will be used and built upon in Key Stage Two, ready for further use in Key Stage Three.
- Some children will be working at levels above or below others of the same age. These children will progress at their own rate; teachers providing a range of differentiated activities to optimise each child’s opportunity to progress at a pace and content which is suitable for the individual child.

Planning

- The curriculum map (located in the Geography file) is planned by the subject leader, whose responsibilities include ensuring that the taught elements of the IPC topics are providing the children with the suggested range of progression within the National Curriculum programmes of study.

- It is then each Key Stage team of teacher's responsibility to ensure that they are planning lessons within their IPC topics which cover the same National Curriculum Programme of Study.
- The Geography content of the Foundation Year will be planned in accordance with the Early Years Policy.

Assessment, Record-keeping and Reporting

- Work will be assessed and marked in line with the school's marking policy.
- Samples of work from the different year groups will be collected by the subject leader for each main topic.
- Methods of assessment for learning will include the use of photography, displays and scrutiny of workbooks.
- Progression in Geography will be seen by the increasing breadth and depth of studies and the development of skills, particularly reasoning to back up judgements.

Resources

- Resources are kept in the Resource Room in topic boxes, and are fully accessible to all staff. An audit of Geography resources is available in the subject leader's file.
- It is the responsibility of the subject leader to order, maintain and evaluate the effectiveness of the resources. It is the responsibility of the class teacher to use them appropriately and return them to the correct place.
- Opportunities to use ICT skills have been identified in each topic. Software and hardware purchased for the subject is noted on the resource audit and kept in the appropriate topic box. Class teachers are encouraged to make use of the wide range of resources online relevant to their topic. A list of good websites is available in the geography coordinators file.

Health and Safety

- Teachers will be aware of the school policy for health and safety when carrying out work connected with Geography, especially when on visits and fieldwork.
- Teachers will make children aware of how to handle resources appropriately.

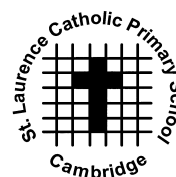
Evaluation and Review

- This policy was ratified by Governors in February 2016
- It is due to be reviewed in Spring Term 2019

This policy has undergone an Equality Impact Assessment

Policy Name: **Geography**

Policy Date: 31.1.16



EQUALITY IMPACT ASSESSMENT for SCHOOL POLICIES

| | | Yes / No | Comments |
|----|--|-------------|----------|
| 1. | Does the Policy/Guidance affect one group less or more favourably than another on the basis of: | | |
| | • Age (for policies affecting staff) | | |
| | • Disability | | |
| | • Sex | | |
| | • Gender reassignment | | |
| | • Pregnancy/maternity | | |
| | • Race (which includes colour, nationality and ethnic or national origins) | | |
| | • Sexual orientation | | |
| | • Religion or belief | | |
| | • Marriage / civil partnership | | |
| 2. | Is there any evidence that some groups are affected differently? | | |
| 3. | If we have identified potential discrimination are any exceptions reasonable, legal and justifiable? | | |
| 4. | Is the impact of the policy/guidance likely to be negative? | | |
| 5. | If so, can the impact be avoided? | | |
| 6. | What alternatives are there to achieving the policy/guidance without the impact? | | |
| 7. | Can we reduce the impact by taking different action? | | |

Equality Impact Assessment carried out by:

Date: