



St. George's Catholic Primary School

Geography Policy

MISSION STATEMENT

Achieve, Believe, Care

INTENT

At St George's Catholic Primary School, we inspire a curiosity and fascination about the world and its people. The aim is to equip children with an understanding of our world, through experience, investigation and learning from secondary sources. Geography helps children to gain a greater understanding of the ways of life and cultures of people in other places. This will help to enable children to take responsibility for their role in society and to develop a caring attitude towards others, animals and plants in our environment.

Our aim is to fulfil the requirements of the National Curriculum for Geography by gaining Locational and Place Knowledge, studying Human and Physical geography using Geographical Skills and fieldwork. Children study their local area and contrasting places in the United Kingdom and other parts of the world.

The aims of our Geography curriculum are to develop pupils who:

- Are exposed to a rich and balanced curriculum to inspire pupils with a curiosity and fascination about God's world and its people that will remain with them for the rest of their lives.
- Will be equipped with knowledge about a range of places, people, resources and natural and human environments, together with a good understanding of the Earth's key physical and human processes.
- With their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes.
- From EYFS up to the end of KS2, will be taught various geographical terms both in our local area and worldwide and graphic skills, including how to use, draw and interpret maps.

IMPLEMENTATION

Our implementation of the geography curriculum is in line with 2014 Primary National Curriculum requirements for KS1 and KS2 and the Foundation Stage Curriculum in England. This provides a broad framework and outlines the knowledge and skills taught in each key stage. Geography teaching will deliver these requirements through our termly units.

Where possible, practical activities are included to foster an interest in the subject. Through our teaching resources (atlases, scale maps, graphs, digit technology, books and photographs) and visits to our local Worcester area we will attempt to excite and intrigue our children to find out more about the world around them. Children investigate and interpret a range of locations around the world, gaining an awareness of the diversity, differences, similarities and struggles of life for people in our world. Children will interpret data, discuss and debate and investigate the effects of human and physical geography on the world around them.

Maps of Worcestershire, the UK and the world are completed in Y2-6 with more human and physical features added each year to ensure good understanding of where places are.

Within EYFS, children are taught Geography through looking at the immediate world around them, with a particular focus on talking about what they observe in their surroundings, developing a sense of place and an understanding of positional language. This enables them to develop an understanding of similarities and differences between places.

[Geography Long Term Overview](#)

[Geography Progression of Learning](#)

Resources

We use a variety of resources to deliver the geography curriculum which is suitable for the ages and abilities of the pupils being taught.

These include:

- Maps
- Atlases
- Compasses
- Pictures
- Globes
- Photographs including aerial
- ICT
- Measuring equipment
- Cameras

Educational Visits

We value first hand experiences in the form of educational visits and take every step to ensure they form an integral part of the curriculum for geography where appropriate.

IMPACT

The teaching and learning of Geography enable all pupils to:

- Enjoy Geography lessons and look forward to finding out more about god's world.
- Have a good knowledge of where places are in Worcestershire, UK and the world by the end of Y6.
- Demonstrate the breadth of learning opportunities they have experienced through evidence in their work of a wide variety of maps, graphs and written work.
- Develop their knowledge and skills by being able to question to deepen their understanding and give opinions, make decisions, give opinions and differing views, empathise with, and by KS2 end, comment on the impact of, suggest solutions to and debate Geographical issues.

Assessment, Recording and Reporting

Assessment is an integral part of teaching and learning and is based upon teachers' judgements of pupil attainment and progress.

Formative Assessment is, therefore, on-going and varied in nature. In each year group it may involve some, or all, of the following:

- Regular marking of recorded work.
- Teacher observation of individuals, pairs or groups.
- Targeted questioning

Summative Assessment in Reception is through the Foundation Stage Profile and in KS1& 2 staff use questioning and feedback including formative marking and peer response. A broad range of evidence that shows what children can do independently. The children may work individually or in pairs or small groups for different tasks and activities. Parents are also updated on their child's progress through annual written reports.

Monitoring and Evaluation

The subject leader will:

- Review the long-term overviews, Geography coverage and progression documents.
- Conduct lesson observations, pupil voice and book looks.
- Provide feedback to SLT regarding the teaching of Geography across the school.
- Share best practice with staff and keep up to date with any subject specific updates.
- Meet with the assigned Governor to review practice across the school.
- Review the Geography policy annually.

Equal Opportunity

All children will be given the same opportunity to receive a broad, balanced curriculum regardless of social class, gender, culture, race, disability or learning difficulties.

Review

This policy will be reviewed every three years by the Governing Body or as required by changes in legislation.