

# St Marie's Catholic Primary School

## Geography Policy

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*'The Love of Christ, nurture, guide and inspire us.'*

<b>Approving Body</b>	<b>Full Governors</b> Committee Head/Leadership team	<b>Review Term: 1yr/2yr/3yr</b> <b>Autumn</b> Spring Summer
<b>Signature:</b>	Chair of the relevant body	<b>December 23</b>
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# MISSION STATEMENT



*'The Love of Christ, nurture, guide and inspire us.'*

## **To do this we will:**

- Be a Christian community that lives the Gospel values; 'Love of Christ' (Christ centred)
- Provide opportunities for all to grow and achieve by igniting a desire for learning; 'Guide and inspire' (Education)
- Be a haven of peace and love that enables all to thrive; 'Nurture' (Community)

## **Objectives: Christ Centred**

- Provide high quality collective worship and enriching liturgical celebrations
- Enable our children to acquire an excellent religious education and develop their relationship with God
- Share faith, love and hope in the likeness of Mary, Mother of God
- Provide a safe harbour where all can succeed

## **Objectives: Education**

- Have high expectations of ourselves and others in all that we do
- Value our pupils and staff, appreciating their uniqueness and individual talents, enabling them to achieve well
- Provide a curriculum that opens the world, in all its awe and wonder, to our pupils

## **Objectives: Community**

- Create a peaceful, happy school where all feel welcomed and valued
- Nurture and grow our pupils and community in the Gospel values
- Celebrate each person as a beautiful work of art, created on God's image

## St Marie's Key Objectives and Priorities 2023/2024

Key Objectives and Priorities	Success Criteria
<p><b><i>Christ at the Centre</i></b></p> <p>1. Priority: Culture</p>	<ul style="list-style-type: none"> <li>✚ Ensure that staff and pupils are clear on whole school expectations, routines and behaviours</li> <li>✚ Pedagogy, policies and procedures are shared and implemented with fidelity</li> <li>✚ Relationships across the school community become strong</li> <li>✚ Staff seek every opportunity to promote learning within and beyond the school day</li> <li>✚ Pupils and staff have the tools needed to ensure resilience in their learning and wider lives</li> </ul>
<p>2. Priority: Aspiration</p>	<ul style="list-style-type: none"> <li>✚ School has unapologetically high aspiration for our children through a fully understood, common pedagogy</li> <li>✚ All children can access a low floor-high ceiling, fully resourced, holistic curriculum that meets our high aspirations which staff are equipped to deliver</li> <li>✚ Percentage of children at greater depth standards is rapidly closing the gap with national</li> </ul>
<p>3. Priority: Resources</p>	<ul style="list-style-type: none"> <li>✚ The staff structure, skills and knowledge meet the needs of the school</li> <li>✚ 'The curriculum' is fully resourced and meets the needs of our children with effective schemes of work, curriculum knowledge and skills progression maps</li> <li>✚ All staff receive high quality assured CPD that improves learning for all pupils</li> </ul>
<p>4. Priority: Community</p>	<ul style="list-style-type: none"> <li>✚ Parents are well equipped to support children learning in school and at home</li> <li>✚ Families are well supported to meet our aspirations for our children, i.e. through uniform and attendance</li> <li>✚ Our community is well involved in school life, e.g. Parent Council, FAF group etc</li> </ul>
<p>5. Priority: Environment</p>	<ul style="list-style-type: none"> <li>✚ The school building and grounds are a safe place to work and play</li> <li>✚ The buildings and classrooms promote our high aspirations</li> </ul>

## **Geography is 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. Geography gives us a spatial awareness of the globe and serves to form respectful attitudes that serve to remind students that we are stewards and not masters of creation. Exposure to a rich variety of sources and the development of geographical skills gives children the tools to participate as a global citizen.

### **Rationale**

Geography is an essential part of the curriculum, providing pupils with 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.

### **Vision**

At St Marie's we want Geography to provoke and provide answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. The Geography curriculum at St Marie's enables children to develop knowledge and skills that are transferable to other curriculum areas and which can and are used to promote their spiritual, moral, social and cultural development. We will endeavour to ensure that through Geography teaching, children are provided opportunities that inspire them and develop a curiosity and fascination about the world which will remain with them for the rest of their lives; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments and develop a deep understanding of the Earth's key physical and human processes. The curriculum is designed to develop knowledge and skills that are progressive and supported by the National Curriculum objectives. As an inclusive school, our curriculum recognises the varied needs of our children and allows every child to maximise their learning potential and achieve in Geography.

### **National Curriculum Aims**

The National curriculum endeavours to provide the foundations for a high-quality geography education that should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and

approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time. The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

### **Teaching and Learning Overview**

At St Marie's, we have designed our own Geography curriculum in collaboration with external consultants. A long term plan and bespoke medium term plans detail what the children should learn while developing the children's curiosity and interest in their local and wider world. Key skills and knowledge have been identified as well as consideration to ensure there is progression across topics and links to prior knowledge. Links are made to other curriculum areas in particular English and History where quality texts have been selected for each year group that marry with the topics being taught. Teachers' lessons are not limited by these and are informed by a variety of different sources and resources when appropriate. Lessons are planned to encompass opportunities to use maps, atlases and globes, understand references and keys, use the language of Geography and identify continents, countries and cities and develop an understanding of human and physical Geography.

### EYFS

Pupils in EYFS follow the educational programmes set out in the EYF Framework. Children learn through exploring 'People, Culture and Communities' strand of the 'Understanding the World' area of learning, which is underpinned by Communication and Language. Children are immersed in experiences and activities through a mixture of play based and adult led tasks that ignite their interest for Geography / geographic enquiry. They explore similarities and differences between their own country, culture and religion and that of others and find out about their immediate environment by exploring and looking at maps.

### Pupils in KS1 should be taught the following

#### Location Knowledge

Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

- name and locate the seven continents and five oceans on a globe or atlas.

### Place knowledge

- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.

### Human and physical geography

- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
- Use basic geographical vocabulary to refer to:
  - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
  - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

### Geographical skills and fieldwork

- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.
- Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map.
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.
- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

### **By the end of lower Key Stage 2, children should be able to:**

#### Geographical Enquiry

- Find places on a globe and in an atlas.
- Label the same features on an aerial photograph as on a map.
- Plan a journey to a place in England.
- Accurately measure and collect information (e.g. rainfall, temperature, wind speed, noise levels etc.)

#### Physical Geography

- Describe the main features of a well-known city.
- Describe the main features of a village.
- Describe the main physical differences between cities and villages.
- Use appropriate symbols to represent different physical features on a map.

## Human Geography

- Explain why people are attracted to live in cities.
- Explain why people may choose to live in a village rather than a city.
- Explain how a locality has changed over time with reference to human features.
- Find different views about an environmental issue.
- Suggest different ways that a locality could be changed and improved.

## Geographical Knowledge

- Locate the Tropic of Cancer and the Tropic of Capricorn.
- Know the difference between the British Isles, Great Britain and UK.
- Know the key countries that make up Europe.
- Name up to six cities in the UK and locate them on a map.
- Locate and name some of main islands that surround the UK.
- Name the areas of origin of the main ethnic groups in the UK & in their school.

## **By the end of Upper Key Stage 2, children should be able to:**

### Location knowledge

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).

### Place knowledge

- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.

### Human and physical geography

Describe and understand key aspects of:

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

### Geographical skills and fieldwork

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.
- Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

### **Inclusion**

All children at St Marie's are entitled to participate in the Geography curriculum regardless of ethnicity, gender, religion and special educational need. At St Marie's we feel that it is essential that all children's efforts are valued and supported in a safe and secure environment. Where children have specific learning, sensory and physical needs, adaptations scaffolding and additional support to the curriculum may be necessary to ensure that children have every opportunity to succeed at their particular stage of development.

### **Homework**

Homework is provided half-termly through our homework menu which can be found on each class page. Homework in Geography is varied and may include research, reading, answering questions or a mini project.

### **Assessing and tracking progress**

- In Geography, children are assessed by the class teacher through day-to-day formative assessment which informs teaching on an on-going basis. Children's learning will be assessed through evidence of learning in books and through discussion with pupils. Class teachers will record children's learning and progress and will pass this on to the next teacher to inform learning in the next academic year.

### **Feedback and marking (see schools separate marking policy for further guidance.)**

Marking can take a variety of forms, this could include verbal feedback, peer and self-marking and ticks and positive comments. Next steps will usually be the next lesson, as teachers will have used the previous lesson to inform their planning.

### **Quality of teaching, learning and assessment**

- SLT, the Geography lead and teachers, monitor pupils' progress together.
- The purpose of each activity is clear to both teachers and pupils.
- Planning and marking is thorough and appropriate to the task
- Pupil voice evidences the quality of learning.
- Pupils show a keen interest in learning about the wider world.