



CORPUS CHRISTI
CATHOLIC SCHOOL

Geography Policy

September 2022

MISSION STATEMENT

Corpus Christi Catholic School is a welcoming, vibrant and diverse community with the Christian values of respect, equality and love for all at its core.

We aim to nurture, motivate, educate and to inspire all children to become lifelong learners and to achieve the best that they can.

Following the example of Jesus, we uphold our school motto:
To Learn, To Live, To Love.

Discere Vivere Amare



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CATHOLIC SCHOOL

POLICY STATEMENT:

“Learning geography helps pupils develop curiosity in, and an understanding of, themselves, other people and places, and the relationships between them.” (QCA Guidelines)

Skills developed through geography help children to make sense of their surroundings, the wider world and their place in it.

Date	Review Date	Subject Leader	Nominated Governor
Sept 2022	Sept 2023	M Loh & K Smart	Jim Wood

CURRICULUM AIMS AND OBJECTIVES:

Aims

- To enable the children to gain a knowledge and understanding of places in the world.
- To allow the children to learn how to use, draw and interpret maps.
- To enable children to understand the environment at a local, national and global level.

· To increase the children's knowledge and understanding of other places and cultures in the world and learn how to respect and value difference.

Objectives

- To ensure that all children have access to a lively interesting curriculum that builds on their innate curiosity.
- To have a curriculum that fulfills the national curriculum whilst meeting the specific needs of the children and families of Corpus Christi.
- To allow the children to understand the world around them and their place within it.
- For children to understand their responsibilities as global citizens.

LEGISLATION AND GUIDANCE

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Education Act 1996
- Education Act 1997
- Standards and Framework Act 1998
- Education (National Curriculum) (Temporary Exceptions for Individual Pupils) (England) Regulations 2000
- Education Act 2003
- Equality Act 2010

The following documentation is also related to this policy:

- The Education Inspection Framework (Ofsted 2019)
- An investigation into how to assess the quality of education through curriculum intent, implementation and impact (Ofsted 2018)
- Designing and Timetabling the Primary Curriculum - a practical guide for Key Stage 1 and 2 (Qualifications and Curriculum Authority 2002)
- Equality Act 2010: Advice for Schools (DfE)
- The National Curriculum in England Framework Document (DfE) 2014
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

ORGANISATION AND PLANNING

Strategies

Implementation of National Curriculum 2014

In the National Curriculum for 5 - 11 year olds, Geography is developed through a topic based approach that seeks to make cross curriculum links to other areas of learning.

Curriculum Organisation

The curriculum will be delivered through a knowledge and skills-based approach. The Infants study our locality, a contrasting locality, weather and oceans and seas. In the Lower Juniors the children study rivers and settlements, coasts and oceans, map skills, mountains and the rainforest. They also study the Local area/region. The Upper Juniors study the effect of climate change on mountain environments, Biomes, map skills, earthquakes and volcanoes and Mexico and a global contrasting location. (Mexico)

At Key Stage One (Years 1 and 2)

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

Locational knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

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

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- 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

and 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 [for example, 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.

At Key Stage Two (Years 3-6)

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

Locational knowledge

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- 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, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

EYFS

The children learn about their place in the world through developing their knowledge and understanding of the world around them. They do this through topics that develop the skills of place and the vocabulary of location.

Teaching and Learning Styles

Geography teaching is whole class based. The focus of each lesson should be developing the children's geography skills. The cross-curricular links in Geography are strong – e.g. the handling of data and mapping co-ordinate skills are key maths areas.

Planning

Planning is done on a half termly basis by the subject leads and reference is made to the coverage of the programme of study.

Resources

The main resources are the google screen units. We have a Twinkl plus subscription that covers every unit and has cross curriculum links. These are supplemented with Hamilton, Plan Bee ICT resources from the BBC and Espresso. The importance of ICT in providing mapping resources is invaluable particularly google earth. An important resource in Geography is the children and families of Corpus Christi School, coupled with the vibrant multicultural city we all share. As a school we believe in off site learning. Every off site visit has a geographical aspect that should be addressed. Classes should particularly look at mapping skills and journey alternatives. Each Phase group has class sets of new atlases to help mapping skills.

Computing

The use of computing is a vital tool in delivery of the Geography curriculum. Computing can help supplement visits and take the children to places and cultures in the world that otherwise might not be possible. It is important to use computing when handling data collected when studying areas such as traffic or the weather. The use of chrome books and ipads in the teaching of mapping skills is to be encouraged.

REMOTE LEARNING

Teachers in each year group will together develop contingency plans to deliver the geography curriculum to pupils in the event that remote learning is required.

Contingency plans will:

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- Use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations
 - Give access to high quality remote education resources
 - Make use of the online tools that are consistently used across the school in order to allow interaction, assessment and feedback to pupils
 - Provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
 - Be inclusive of SEND pupils and their families

DIFFERENTIATION

In all classes there are children of differing ability. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting common tasks that are open-ended and can have a variety of results;
- providing a range of challenges through the provision of different resources;
- utilising additional adults to support the work of individual children or small groups.
- Class teachers will also highlight those children on the gifted and talented register and consult the co-ordinator to extend their learning.
- The class teacher should liaise with the LSA to ensure that the children have access to specific geographical vocabulary.

ASSESSMENT FOR LEARNING

The coordinator will monitor the children's work in phase groups in the summer term, highlighting the coverage and delivery of the key skills.

When evaluating the planning we will be looking for coverage of the programme of study this should be noted down on the plans as a record of children's coverage of the curriculum.

MONITORING ARRANGEMENTS

Monitoring of standards of children's work and the quality of teaching is the responsibility of the subject coordinator supported by the Co-Headteachers and the Senior Leadership Team.

Standards will be monitored by:

- looking at pupils' work
- subject observations
- pupil discussions
- audit of subjects
- scrutiny of planning
- general curriculum discussions

INCLUSION

We believe that we are an educationally inclusive school as we are concerned about the teaching and learning, achievements, attitudes and well-being of all our pupils. We aim to provide places for all pupils who express a preference to join this school.

We work hard to offer equality of opportunity and diversity to all groups of pupils within school such as children:

- from both sexes;
- who have Special Educational Needs;
- who are looked after;
- from minority faiths, ethnicities, travelers, asylum seekers, refugees;
- who are gifted and talented;
- who are at risk of disaffection;
- who are young carers;
- who are sick;
- who have behavioural, emotional and social needs;
- from families who are under stress

We believe we have a duty to ensure that all children have equal rights to the opportunities offered by education and that all children will be encouraged to fulfil their potential in their academic, physical and creative achievements.

We want to give all children the right to access high quality educational experiences, to take part in a broad and balanced curriculum and to be part of the social life of the school.

We recognise that within the school we have more able, gifted and talented children. We believe that:

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- more able children demonstrate a higher ability than average for the class and often require differentiated tasks and opportunities to learn through challenges;
 - gifted children are those who have the ability to do well in more than one subject;
 - talented children demonstrate an innate talent or skill in creative, cultural or sporting fields

We have an even greater obligation to plan and deliver well-structured lessons with appropriate assessment plus ambitious targets for pupils who have low levels of prior attainment or come from disadvantaged backgrounds.

Also, we have a duty to cater for pupils whose first language is not English by planning teaching opportunities to help them develop their English and to gain full access to the National Curriculum.

TRAINING

All school personnel:

- have equal chances of training, career development and promotion
- receive training on this policy on induction which specifically covers:
 - National Curriculum programmes of study and attainment targets for all subjects
 - Curriculum
 - Teaching and learning
 - Planning
 - Differentiation
 - Assessment
 - Monitoring and Evaluation
 - Special Educational Needs
 - Academically More Able, Gifted and Talented Pupils
 - Key skills
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction

ROLES AND RESPONSIBILITY FOR THE POLICY

Role of the Governing Body

The Governing Body has:

- appointed a member of staff to be responsible for the curriculum leadership of geography
- delegated powers and responsibilities to the Co-headteachers to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring compliance with the legal requirements of the National Curriculum;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all linked policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in:
 - determining this policy with the Governing Body;
 - discussing improvements to this policy during the school year;
 - organising surveys to gauge the thoughts of all pupils;
 - reviewing the effectiveness of this policy with the Governing Body
- nominated a link governor to:
 - visit the school regularly;
 - work closely with the Co-Headteachers and the coordinator;
 - ensure this policy and other linked policies are up to date;
 - ensure that everyone connected with the school is aware of this policy;
 - attend training related to this policy;
 - report to the Governing Body every term;
 - annually report to the Governing Body on the success and development of this policy.

Role of the Co-Headteachers

The Co-Headteachers will:

- work in conjunction with the Senior Leadership Team to ensure all school personnel, pupils and parents are aware of and comply with this policy;
- ensure teachers:
 - 'have good knowledge of the subject(s) and courses they teach;
 - have effective support for those teaching outside their main areas of expertise;
 - present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching;
 - check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback and in doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches;

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- design their teaching to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts;
 - use assessment well in order to help learners embed and use knowledge fluently or to check understanding and inform teaching;
 - create an environment that allows the learner to focus on learning;
 - develop a rigorous approach to the teaching of reading in order to develop learners' confidence and enjoyment in reading;
 - use reading materials at the early stages of learning to read that are closely matched to learners' phonics knowledge'. (Amended from the 'Education Inspection Framework' (Ofsted 2019)
- work closely with the curriculum leader, subject leaders and the link governor;
 - ensure compliance with the legal requirements of the National Curriculum;
 - consider disapplying a pupil from all or part of the National Curriculum for a period of time if this will benefit the child;
 - encourage parents to take an active role in curriculum development;
 - provide leadership and vision in respect of equality;
 - provide guidance, support and training to all staff;
 - monitor the effectiveness of this policy by;
 - observing teaching and learning
 - planning scrutinies and work trawls
 - discussions with pupils and members of the school council
 - annually report to the Governing Body on the success and development of this policy

Role of the Subject Leader

The Subject Leader will:

lead the development of this policy throughout the school;

- work closely with the Co-Headteachers, the nominated governor and SENCO;
- promote the teaching of numeracy and literacy within all subjects;
- be accountable for standards in this subject area;
- monitor standards by:
 - auditing the subject area
 - review of the scheme of work
 - monitoring teachers planning
 - lesson observations
 - scrutinising children's work
 - discussions with pupils
- work in conjunction with the Headteacher, Senior Leadership Team Leader, teaching and support personnel to provide statements on each of the following:

We ...		Evidence
Intent	have constructed a 'curriculum that is ambitious and designed to give all learners the knowledge and cultural capital they need to succeed in life' by:	
	provide a curriculum that is 'coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment' by:	
	have the 'same academic, technical or vocational ambitions for almost all learners and we have designed an ambitious curriculum to meet the needs of some learners with high levels of SEND' by:	
	ensure 'learners study the full curriculum 'specialising' only when necessary' by:	
Implementation	ensure 'teachers have good knowledge of the subject(s) and courses they teach' by;	
	provide 'effective support for those teaching outside their main areas of expertise' by:	
	ensure 'teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching' by:	
	ensure teachers 'check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback' by:	
	ensure teachers 'respond and adapt their teaching as necessary, without unnecessarily elaborate of differentiated approaches by:	
	ensure 'over the course of study, teaching is designed to help learners to remember in the long term the content they have been and to integrate new knowledge into larger concepts' by:	

Impact	ensure assessment is used well in order to ‘help learners embed and use knowledge fluently or to check understanding and inform teaching’ by:	
	‘understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or learners’ by:	
	ensure ‘teachers create an environment that allows the learner to focus on learning’ by:	
	ensure ‘ the resources and materials that teachers select reflect the provider’s ambitious intentions for the course of study and clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment’ by:	
	ensure ‘learners are ready for the next stage of education, employment or training’ by:	

(Quotes taken from the Education Inspection Framework (Ofsted 2019))

- ensure continuity and progression throughout the school;
- devise a subject improvement plan;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises regarding;
- attend appropriate and relevant INSET;
- keep up to date with new developments;
- undertake an annual audit and stock take of resources;
- purchase new resources when required and in preparation for the new academic year;
- manage the subject budget effectively;
- undertake risk assessments when required;
- review and monitor;
- annually report to the Governing Body on the success and development of this policy.

Role of Teachers

Teachers will:

- comply with all aspects of this policy;
- work closely with the subject leader to develop this policy;

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- devise medium and short term planning;
 - plan and deliver good to outstanding lessons;
 - plan differentiated lessons which are interactive, engaging, of a good pace
 - have high expectations for all children and will provide work that will extend them;
 - assess, record and report on the development, progress and attainment of pupils;
 - achieve high standards;
 - celebrate the success of pupils in lessons
 - implement the school's equalities policy and schemes;
 - report and deal with all incidents of discrimination;
 - attend appropriate training sessions on equality;
 - report any concerns they have on any aspect of the school community.

Role of Pupils

Pupils will:

- be aware of and comply with this policy (in an age appropriate form);
- be encouraged to work in partnership with the school by making decisions and exercising choice in relation to their educational programme;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- participate fully in all lessons;
- participate in discussions concerning progress and attainment;
- treat others, their work and equipment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- liaise with the school council;
- take part in questionnaires and surveys

Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy as it applies to them;
- be encouraged to take an active role in the life of the school by attending:
 - parents and open evenings
 - parent-teacher consultations
 - curriculum development workshops
- be encouraged to assist in school as volunteers;
- be encouraged to respond to curriculum information newsletters;
- be informed via termly newsletters of their child's topics;
- asked to provide suggestions and ideas for improving this subject;

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- be asked to take part periodic surveys conducted by the school on curriculum development;
 - be invited to make presentations to pupils on aspects of this subject area;
 - encourage effort and achievement;
 - encourage completion of homework and return it to school;
 - provide the right conditions for homework to take place;
 - expect their child to hand in homework on time;
 - join the school in celebrating success of their child's learning.

LINKS TO OTHER POLICIES

- Academically More Able, Gifted and Talented Pupils
- Assessment
- Curriculum
- Curriculum Intent, Implementation and Impact
- Differentiation
- English as an Additional Language (EAL)
- Monitoring and Evaluation
- Self-Evaluation and School Improvement
- Special Educational Needs
- Teaching and Learning

Confirmation of policy:

Corpus Christi School

Subject Lead: Mr M Calvey

Link Governor: Mrs Y Corinaldi

Date to be reviewed: September 2021