



Geography Policy

Mission Statement

We are inspired by the teachings of Jesus Christ who is at the heart of all that we do.

Working in unity with our families, parish and community, we encourage and support the children to grow in faith and reach their full potential in a happy, caring and loving environment.

Curriculum Intent Statement

At Our Lady and Saint Edward's we aim to inspire our pupils with a life-long fascination about the world and its people. We are committed to providing a curriculum which is based on encouraging curiosity and enquiry about a range of places in the world. Through quality teaching and learning opportunities, we aim to equip all children with the necessary Geographical skills to compare these places and apply their questioning skills.

Curriculum Aims

Through effective teaching and learning of Geography we aim to:

- Inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.
- Support children's recognition and understanding of the place they live and their own locality, in comparison to other places within the UK and the wider world.
- 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.
- Provide children with opportunities for fieldwork and the application of geographical skills.
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support.
- Equip pupils with the knowledge and cultural capital they need to succeed in life.
- Encourage a commitment to sustainable development, helping children to recognise and understand environmental problems at local, regional and global levels, our effect on our environment and their role in being global citizens.

Our Lady & St Edward's Catholic Primary School

Statutory Requirements

At Our Lady and St. Edward's Catholic Primary School our Geography curriculum and teaching reflects the requirements of the [National Curriculum programmes of study](#) and promotes the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#). It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

Planning and Organisation

- Within Reception, learning is planned with reference to the revised [Development Matters](#) and [Birth to 5 Matters](#) Documents (2021). The EYFS curriculum is designed around children's interests to inspire and provide children with opportunities to explore, discover and question the world around them. The foundations of Geography are taught throughout all seven areas of the EYFS curriculum, especially through the "People Culture and Communities" aspects of "Understanding the World".
- Within KS1 and KS2, Geography is taught within termly topics, often alternating with History. In most year groups, History tends to be the predominate topic taught in Autumn whilst Geography tends to be the predominant topic taught in Spring. Summer is often a term when Geography and History learning are taught alongside each other.

| Our Lady and St Edward's – Geography Curriculum Overview | | | |
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| | Autumn | Spring | Summer |
| <u>Year 1</u> | <u>Our Local Area</u> <i>Mapping Skills</i> | <u>The World of Animals</u> <i>Continents and oceans</i> | <u>Kings, Queens and Castles</u> <i>Countries and capital cities of the UK</i> |
| <u>Year 2</u> | <i>History topic</i> | <u>Australia</u> <i>Understand geographical similarities and differences</i> | <u>The Seaside, Past and Present</u> <i>Key physical and key human features</i> |
| <u>Year 3</u> | <i>History topic</i> | <u>The Lake District</u> <i>Key aspects of physical geography: mountains and rivers</i> | <u>Coasts</u> <i>Countries and cities of the UK</i> |
| <u>Year 4</u> | <i>History topic</i> | <u>Iceland: The Land of Fire and Ice</u> <i>A region in a European country; Key aspects of physical geography: volcanoes</i> | <u>Community Changes</u> <i>A region within North America</i> |
| <u>Year 5</u> | <i>History topic</i> | <u>Rainforests – Lungs of the Earth</u> <i>A region within South America; Key aspects of physical geography: climate zones, biomes and the water cycle</i> | <u>The Spirit of Preston's Past</u> <i>A region within the United Kingdom</i> |
| <u>Year 6</u> | <u>Japan</u> <i>Locate the world's countries; Key aspects of physical and human geography</i> | <i>History topic</i> | <u>Countries Around the World: Comparison Study</u> |

- Geography is planned and taught by each class teacher in accordance with the objectives set out in the [National Curriculum for Geography](#) and with reference to Our Lady and St. Edward's Geography knowledge and skills progression document. It may be linked with a cross-curricular topic, where appropriate.
- Knowledge organisers for each Geography topic are used by teachers and staff to understand and revise the key learning within each Geography topic.

- Teachers use a variety of teaching and learning styles in Geography lessons, including enquiry-based research activities. Children are encouraged to ask as well as answer geographical questions.
- Wherever possible visits are made to places and areas of interest, to enhance learning.
- We offer children the opportunity to use a variety of resources in geography lessons, and enable them to use ICT, including chrome books and Digimaps, where this serves to enhance their learning.
- Pupils carry out field work in their local area.
- Pupils are made aware of current world events, drawing on a wide range of sources including media news, secondary sources online and a wide range of books and maps.
- Cross curricular learning takes place with aspects of Geography also covered through other areas of the curriculum e.g. learning surrounding global issues affecting the environment is also taught through RE Creation Week work.

Curriculum

EYFS

Within the EYFS children learn, develop skills and build knowledge across all seven areas of learning. All of these areas support children to develop the knowledge and skills that will support them in their future Geography learning. Opportunities for learning within the “People, Culture and Communities” strand of “Understanding the World” provide exciting and valuable opportunities for children to ask questions and explore the world we live in. Within EYFS children are given a variety of opportunities to make discoveries including through exploring a variety of cultures around the world, comparing places, looking at pictures and artefacts from different countries, and exploring and becoming familiar with maps. Our children visit a variety of places within our local area and learn about the City of Preston and its place in the United Kingdom.

Key stage 1

In Key Stage 1, pupils start by building on their EYFS knowledge through developing their place knowledge about where we live, where school is and our local area of Fulwood. Children will learn about journeys and how to use and follow maps. Within KS1, children also develop locational knowledge about the world, its continents and oceans, the United Kingdom and their own locality. Our children develop their subject-specific vocabulary, in particular when learning about human and physical geography. They recognise human and physical features of different places and compare these within our country and other places across the world and notice similarities and differences. Children deepen their place knowledge through studying Australia and making comparisons between Adelaide and our own local area of Preston. Children develop an understanding of how to follow maps and directions and create their own simple maps. Children begin to use geographical skills, including first-hand observation, fieldwork and enquiries to enhance their awareness of locations and the world we live in.

Key stage 2

In Key Stage 2, pupils will extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America and Asia. This will include the location and characteristics of a range of the world's most significant human and physical features including volcanos, mountains, rivers and the rainforest.

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In lower KS2, our children learn about the Lake District National Park focusing on its mountains and rivers. Our children develop an understanding of the human and physical features, why the land is important and the impact this has on the people who live there or visit. They develop their location knowledge through studying the coast and comparing UK coastlines and understanding the effect this has on tourism. Children deepen their locational knowledge of Europe, the continent we live in. They build their place knowledge through learning about the European country of Iceland and recognising the human and physical features, tourism and the landscape of Iceland, including studying Iceland's volcanos, their eruptions and the impact these have caused.

In upper KS2, our children broaden their locational knowledge through studying the rainforest of South America and through studying Japan. Children learn to identify ways of describing the position and locations of places and the significance of time zones. Children deepen their understanding of our City of Preston and explore land use, economic and trade activity and settlements. Throughout the curriculum the children build up to a comparison topic at the end of Year 6, building on their prior learning throughout the Geography curriculum, where they compare The Lake District, also in the North West of the UK, the European country of Iceland and the non-European country of Japan.

Throughout KS2, Children use a variety of maps, globes and compasses to locate places and follow routes. They use field work to make observations and collect data. Children ask questions, research, make predictions, and test simple hypotheses to learn about people and places within our world.

(The specific objectives EYFS, KS1 and KS2 Geography are found in the National Curriculum for Geography as well as Our Lady and St. Edward's curriculum and progressions documents).

Assessment

At Our Lady and St. Edwards we use a range of both Formative and Summative Assessment. Assessments are made by each class teacher. Within EYFS, Summative Assessment is completed half-termly across all areas of learning, recording if each child is "on-track" or "not on-track" to achieving the Early Learning Goal in each area of learning. Formative assessments are made during each lesson in a variety of ways through classroom observations, questioning, conversations with children and through marking of children's work. The children's work is produced in many contexts including, written, graphical, oral, practical, or via ICT methods. Teachers also complete summative assessments within KS1 and KS2 at the end of each Geography topic taught, recording and tracking each child's progress and attainment in relation to age related expectations.

Inclusion

At Our Lady and St. Edward's, teachers set high expectations for all pupils. They use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Our Lady & St Edward's Catholic Primary School

Teachers plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, including Geography, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers plan lessons to give children of all backgrounds, including those from disadvantaged backgrounds, a range of opportunities and experiences within Geography. These include going on visits and trips. Teachers understand the cultural capital of the children at Our Lady and St Edward's and specifically those within their own class and adapt their teaching to meet the children's needs.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and support pupils to take part in all subjects.

Roles and Responsibilities

The Governors are responsible for overseeing that Geography is taught to a high standard within Our Lady and St. Edwards, in accordance with national expectations. The Geography lead governor will meet with the Geography subject lead to discuss matters relating to Geography.

The Geography subject lead is responsible for:

- Keeping up to date with developments in Geography education and passing on information to colleagues and Governors.
- Having accurate knowledge of the school's Geography curriculum and what is being taught.
- Leading the development of Geography in school, having clear expectations for raising and maintaining standards.
- Monitoring progress in Geography.
- Purchasing and organising resources for Geography.
- Reporting to the Head Teacher and Governors as requested.

Monitoring

At Our Lady and St. Edward's Geography is monitored by the Geography co-ordinator. Monitoring takes place in a variety of ways, including through book scrutinies, lesson observations, pupil voice and discussions with staff and children. Children's attainment in Geography is reported to parents during the end of year report. The Head Teacher and the Governors receive Geography reports and monitor coverage of National Curriculum subjects and compliance with other statutory requirements. This policy will also be reviewed frequently.

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| Written by: | K. Sudell | Date: August 2022 |
| Approved by: | K. Woods (Headteacher) | Date: [Date] |
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