**SS John & Monica’s Catholic Primary School**

**Geography Policy**

Our Vision

Geography teaches an understanding of places and environments, it provides a means of exploring, appreciating and understanding the world in which we live and how it has evolved. Through their work in geography, children learn about their local area and compare their life in this area with that in other regions in the United Kingdom and in the rest of the world. They learn how to draw and interpret maps and they develop the skills of research, investigation, analysis and problem solving. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures and learn tolerance and understanding of other people and environments. The Geography Curriculum places great importance on the interaction between the physical and the human environment and this motivates children to find out about the physical world, enabling them to recognize the importance of sustainable development for the future of mankind.

**Intent – What we are trying to achieve?**

At Ss John and Monica we aim for a high quality geography curriculum:

* To enable children to gain knowledge and understanding of places in the world;
* To increase children’s knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country;
* To allow children to learn graphic skills, including how to use, draw and interpret maps;
* To enable children to know and understand environmental problems at a local, regional and global level;
* To understand how Catholic virtues and British values relate to geography;
* To encourage in children a commitment to sustainable development and an appreciation of what ‘global citizenship’ means;
* To develop a variety of other skills, including those of enquiry, problem solving, ICT, investigation and how to present their conclusions in the most appropriate way.

**Implementation – How do we translate our vision into practice?**

**Scheme of Learning:**

Ss John and Monica Catholic Primary School follows the National Curriculum. <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239044/PRIMARY_national_curriculum_-_Geography.pdf>

To deliver this, the Long Term Planning Overview ensures consistency and progress of all learners. It aims to develop geographical knowledge and understanding while increasing awareness of geographical skills and methods of enquiry and the ways in which these are communicated. The overview shows that each year group covers two geography topics per year and two history topics form the other half of the year. As far as possible, staff will also look for ways to integrate the skills learned in geography into other curriculum areas.

Staff plan for geography termly, basing their planning on the Plan Bee scheme of work. Teachers’ planning is retained for their own usage – it is a working document. The geography co-ordinator, who oversees the subject, may request teachers planning for monitoring and to ensure progression of skills through the phases.

**In Reception, which is part of the Foundation Stage,** we relate the Geography side of the children’s work to the objectives set out in the Early Learning Goal ‘Understanding the World’ which underpins the curriculum planning for children aged three to five. We develop a child’s knowledge and understanding of the world through activities such looking at their surroundings observing the changes that take place in terms of the weather and the nature around them.

**Teaching and Learning Styles:**

We use a variety of teaching and learning styles in our geography lessons. We believe in whole-class teaching methods and we combine these with enquiry-based research activities. We encourage children to ask as well as answer geographical questions. We offer them the opportunity to use a variety of data, such as maps, statistics, graphs, pictures, and aerial photographs, and enable them to use ICT in geography lessons where this serves to enhance their learning. Children take part in role-play and discussions, and they present reports to the rest of the class. They engage in a wide variety of problem-solving activities. Wherever possible, we involve the children in ‘real’ geographical activities, e.g. research of a local environmental problem or use of the Internet to investigate a current issue.

Teaching Geography to Children with Special Educational Needs

Geography forms part of the school’s curriculum policy to provide a broad and balanced education to all children, whatever their ability. We provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child taking take into account the targets set for individual children in their Individual Education Plans (IEPs). We achieve this through a range of strategies which are differentiated by task, expected outcome and/or support from peers or adults. LSAs support the work of individual children or groups of children. Teachers aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible to fulfil their potential.

We recognise the fact that there are children of widely different geographical abilities in all classes and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

**Spiritual, Moral, Social and Cultural development**

We offer children in our school many opportunities to examine the fundamental questions in life through the medium of geography. Children will understand how both Catholic virtues and British Values relate to geography. For example, their work on the changing landscape and environmental issues leads children to ask questions about the evolution of the planet. We encourage the children to reflect on the impact of humankind on our world and we introduce the concept of ‘stewardship’ in relation to sustainable development. Through teaching about contrasting localities, we enable the children to learn about inequality and injustice in the world. We help children to develop their knowledge and understanding of different cultures so that they learn to avoid stereotyping other people and acquire a positive attitude towards others. We help contribute to the children’s social development by teaching them about how society works to resolve difficult issues of economic development. Geography contributes to the children’s appreciation of what is right and wrong by raising many moral questions during the programme of study.

**Assessment and Recording:**

At Ss John and Monica, assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. Knowledge checkers are used at the beginning and end of each topic to assess knowledge learnt and retained. Children’s work is also assessed throughout the topic to ensure that understanding and skills are being achieved and that progress is being made; ‘Learning Stories’ are used by each child to support this. Marking is guided by the school’s Marking Policy. Teachers at SS John & Monica’s provide samples of work to the geography co-ordinator which are retained as evidence of progression and skills coverage.

**Resources:**

Resources to support the teaching of all geography units are stored in classrooms. The school library and classrooms contain a supply of topic books and atlases for each topic area. IPads are used to support learning. Visits are planned to enhance learning and give hands on activity. People with an interest, or expertise, in a particular topic or area of geography could be invited into school to work with the children. These might be parents, grandparents, other family members, neighbours or representatives of the local community.

Monitoring and Review

Monitoring takes place regularly through sampling children’s work, and teacher planning,  
through a book scrutiny and lesson observations.

The Geography Co-ordinator at SS John & Monica’s has an overview of the geography curriculum and will support the staff as follows:

* Writing and revising the geography policy with the support of the staff;
* Monitoring teacher’s planning as required;
* Monitoring the standards of the children’s work;
* Maintaining a geography portfolio with evidence of geographical attainment;
* Auditing, buying and maintaining resources;
* Taking photographs of geography displays;
* Supporting colleagues with issues relating to the planning and teaching of geography;
* Keeping up to date with current developments in the subject;
* Advising the head teacher of the strengths and weaknesses in the subject, and indicating areas for further improvement.

**Impact – What is the impact of our curriculum on the students?**

* Children are happy learners within Geography. They experience a wide range of learning challenges within the subject and know appropriate responses to them, such as informed choices regarding current environmental issues e.g. limiting the use of plastics.
* Children of all abilities and backgrounds achieve well in Geography reflected in outstanding progress that reveals a clear learning journey.
* Children talk enthusiastically about their learning in Geography and are eager to further their learning in the next stages of their education.
* Fundamental British Values are evident in Geography and children understand how it can celebrate difference.

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