St Joseph's Catholic Primary School

Geography Policy

Mission Statement

Following in the footsteps of Jesus; we live, love and learn.

Inclusion Statement

In this school, we are educating our children to:

- know who they are - a special and unique gift from God
- know why they are here - we all have a purpose and responsibility to look after God's world
- work hard and aim high for their future - find and use their God given talents to become everything that God intends them to be

We are a Catholic community, in a modern society, where everyone is equal. As a Catholic School, we strive to reflect the teachings of Christ and live out the Gospel Values in everything that we do. The most loving and merciful Jesus Christ is our role model, and He welcomed everyone. All children are welcome in our school; they and their families become part of our St. Joseph's family. We will love and nurture them, and do our best to help them to become everything that God intends them to be.

At St Joseph's Catholic Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

Adopted by Governors	*(signed on hard copy)*
Date	**22.01.2025**
Review Date	**22.01.2027**

POLICY INTENT

The intent of our geography curriculum is to create a love of the great outdoors, to provoke children's curiosity and fascination about the natural and human world and its people, that will remain with them for the rest of their lives. We are committed to providing children with opportunities to investigate and make enquiries about the local area of Chorley so that they can develop a real sense of who they are, their heritage, and what makes our local area unique and special. Working with parents, we intend that our pupils leave St. Joseph's with the knowledge and skills which will promote their spiritual, moral, social and cultural development. We aim to ensure children are aware of global geographical issues, the importance of sustainability and human action upon our world. Through the teachings of Laudato Si children will be armed with the knowledge to make decisions about how they choose to live their lives and look after God's planet, Our Common Home.

'God saw all that he had made, and it was very good. And there was evening, and there was morning—the sixth day. Thus the heavens and the earth were completed in all their vast array.'
Genesis 1:31

AIMS

We follow the aims of the statutory Early Years Foundation Stage framework and the KS1 and KS2 National Curriculum. These aims form the basis upon which our distinctive curriculum is built.

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 and 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.

IMPLEMENTATION OF THIS POLICY

SUBJECT LEADER ROLE

The subject leader for geography is **Mrs Emma France.**
The subject leaders are responsible for the day to day management of resources, keeping up to date in curriculum innovation, sharing good practice with staff and ensuring that planning for the subject is progressive and in-line with national expectations.
Subject leaders are the 'expert' in school and can offer support to staff including signposting where necessary.
Together with the Headteacher and Governors, they are involved in the monitoring, review and evaluation of the subject both as a standalone and as part of the wider curriculum.

RESOURCES USED

At St. Joseph's we use a variety of resources to aid our teaching of geography. We are members of the Geographical Association whose aims are to further geographical knowledge and understanding, through the promotion and dissemination of good practice in geographical teaching and learning.
The 'Digimap for School's' software is also used and is an online mapping service providing access to OS mapping from across Great Britain at a variety of scales. This includes historical mapping from the 1890's and 1950's as well as cloud-free aerial mapping. As well as Geography, it supports studies in Maths, English and outdoor activities.

In addition to digital mapping through 'Digimaps for Schools' each KS2 class has their own copy of the OS map for our local area as well as a set of atlases and globes. In KS1 the children are able to access large floor maps of both the world and the UK as well as a large inflatable globe. It is important that children are able to use both physical and digital maps to develop their understanding of their place in the world.

CURRICULUM PROGRESSION THROUGH THE STAGES

Early Years Foundation Stage:

Early years outcomes are prerequisite skills for geography within the national curriculum. The table below outlines the most relevant early years outcomes from 30-50 months to ELG, brought together from different areas of the Early Years Foundation Stage, to match the programme of study for geography. The most relevant early years outcomes for geography are taken from the following areas of learning:

• Understanding the World

30-50 Months	Understanding the world	The World	To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world. To talk about some of the things they have observed, such as plants, animals, natural and found objects. To talk about why things happen and how things work. To develop an understanding of growth, decay and changes over time. To show care and concern for living things and the environment.
40-60 months	Understanding the world	The World	To look closely at similarities, differences, patterns and change.
ELG	Understanding the world	People and Communities	To talk about past and present events in their own lives and in the lives of family members. To know about similarities and differences between themselves and others, and among families, communities and traditions
		The World	To know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another

Key Stage 1:

Locational Knowledge
Pupils should be taught to:
- 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
Pupils should be taught to:
- 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
Pupils should be taught to:
- 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
Pupils should be taught to:
- 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.

Key Stage 2:

Locational Knowledge
Pupils should be taught to:
- 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
Pupils should be taught to:

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
Pupils should be taught to:

- 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
Pupils should be taught to:

- 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.

PLANNING AND SEQUENCING LEARNING

Geography is taught based upon the 2014 Primary National Curriculum in England, which provides a broad framework and outlines the skills and knowledge to be taught in each Key Stage. At St. Joseph's, Geography is taught using St Joseph's bespoke planning supported by Kapow. We follow a subject specific curriculum, each subject is taught in termly blocks to allow for greater depth and enquiry in learning.

We create medium term plans, which we adapt to suit the needs of each learner. Teachers work together to share ideas and expertise in the delivery of their half-termly topic, leading to exciting outcomes and increased opportunities for fieldwork. Teachers identify the key knowledge and skills for each topic and consideration is given to ensure progression across topics throughout key stage year groups so that prior knowledge is built upon across school.

At the beginning of each topic, children are able to convey what they know already as well as what they would like to find out. This informs the programme of study and also ensures that lessons are relevant and take account of children's different starting point. Consideration is given for how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion.

EQUALITY

All pupils at St. Joseph's will be protected against discrimination according to the protected characteristics of the Equality Act. We aim to serve our community as our pupils deserve the best learning experiences. With this in mind, we purchase resources that promote: gender, SEND role models; are inclusive of different races; embrace different family groups; and show sensitivity to world religions. We ensure that we spend Pupil Premium funding well in order to reduce disadvantage. We provide a broad and balanced curriculum for all our pupils. We are committed to creating a school in which the teaching and learning, achievements, attitudes and well-being of every pupil are valued.

We are very proud to be a Rights Respecting School, we uphold the United Convention on the Rights of the Child where children's voices are heard and our roles as duty bearers are adhered to.

ENRICHMENT AND MASTERY

We give our pupils opportunity to demonstrate mastery in a variety of ways. Educational visits are another opportunity for teachers to plan for additional learning outside the classroom.

We place great value on Learning Outside the Classroom. Therefore, all children in KS2 are offered opportunities for residential visits each year. This includes a five-day residential experience to the Lake District in Year 5 and a second five-day visit to the Isle of Man.

Children showing extensive aptitude or interest in geography will be chosen to become subject ambassadors. They will be selected for appropriate enrichment throughout the year.

EXPERIENCES THROUGH THE CURRICULUM

We make great use of the outdoors in delivering our geography curriculum. At St. Joseph's our school grounds and local area are fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded into practice. The children have the opportunity to explore our outdoor classroom, the local area, including orienteering in the school grounds as well as trips to local woods, parkland and using map reading skills during residential trips. We also run our 12-week summer project 'Building the Kingdom' in which Health and safety is paramount in all that we do. Risk assessments are undertaken for all activities involving fieldwork or off site visits.

HOME SCHOOL LINKS

Home school links are vitally important and parents are given a half termly overview of the skills and knowledge that their child will be learning in class. Each class also send out half termly homework grids that have a variety of activities, including geography to complete. Children are then invited to share their homework with their teachers and friends.

MEASURING THE IMPACT OF OUR POLICY

RECORD KEEPING AND ASSESSMENT

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Key geographical knowledge is taught to enable and promote the development of children's geographical skills. Assessment is supported by use of the following strategies:

- Observing children at work, individually, in pairs, in Kagen groups and in class during whole class teaching.
- Using differentiated, open-ended questions that require children to explain and unpick their understanding.
- Providing effective feedback, challenge questions where appropriate, to engage children with their learning and to provide opportunities for self-assessment, consolidation, depth and target setting.
- Use of target tracker statements to plan specific and measureable learning objectives for each lesson.
- Termly update of Target Tracker steps based on the GD, WA, WT, BL criteria.

MONITORING, REVIEW AND EVALUATION

Our geography curriculum is high quality, well thought out and planned to demonstrate progress. Focus on progression of knowledge and skills and discreet vocabulary progression also form a part of our work. We measure the impact of our curriculum through the following methods.

- Pupil conferencing – informal discussions with pupils about their learning in the subject.
- Book scrutiny, learning walks and monitoring of outcomes of work, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners.

- Target tracker data is analysed by the subject leader and appropriate action taken.

STAFF DEVELOPMENT

Subject leaders have annual CPD in Geography through our links to the Yarrow Schools Teaching Alliance and this is shared with staff during staff meetings. Peer/instructional coaching and the Chorley schools cluster also provides a forum for discussion and development.

GOVERNORS INVOLVEMENT

The link governor for this subject is **Mr Andrew Vose**

Subject leaders are asked to present their work to governors. This may be done in the form of presentation to a committee or professional dialogue with the link governor. Action plans are shared with governors. There is a formal written report to governors annually. Link governors may come into school to watch lessons and take part in events or workshops. They may talk to pupils and look at written evidence.

CONCLUSION

It is our aim that the geography curriculum at St. Joseph's equips children with key knowledge and skills, as set out in the National Curriculum, but also with a sense of awareness of themselves as people within a wide world and the impact that they, as people can have upon the world in which they live.

Reviewed by staff January 2025
This policy will be reviewed every two years