



St Kentigern's Catholic Primary School Geography Policy
Co-ordinator Mrs Danielle Beesley-Monteath

Introduction

We believe that *Geography* teaches children about the world around them. It is important to give children a greater understanding of other people and how they live. *Geography* is taught as part of topic work within our curriculum. Through our *Geography* teaching we aim to further develop the children's natural curiosity about the amazing world we live in. We aim to develop a responsible and caring approach to our world and all living things.

At St Kentigern's Primary School *Geography* makes an increasing contribution to all aspects of life. *Geography* within the school helps to develop the child's knowledge and understanding of the wider world within their everyday lives. *Geography* is a valued part of our Gospel Curriculum as it provides a means of exploring, appreciating and understanding the world in which we live and how we live and how it has evolved. *Geography* explores the relationship between the Earth and its people. *Laudato Si* was written by Pope Francis, the encyclical is addressed to all peoples of the world and comments on the deteriorating relationship between people and nature. Children and staff explore geographical topics with this as a focus, 'The common good' of our world.

Mission Statement

'St Kentigern's school is part of our parish community of faith, which helps our children to develop their spiritual, mental and physical abilities to their highest possible potential, by prayerfully basing their lives on the teachings and values of Jesus Christ and his church, while recognising and respecting the beliefs of others.

We are committed to the development of the whole child within a community where every individual is valued and respected. Co-operation and friendship will encourage a happy and caring learning environment.'

Aims

Through *Geography* we aim to enable pupils:-

- to stimulate their curiosity and imagination. Develop their geographical skills, and build upon their own 'personal geography' by developing their understanding and knowledge through

studying places and themes. We also aim to motivate them to question and make decisions about the environment. We encourage children to learn by experience and we value fieldwork as an integral part of the *Geography Curriculum*.

- to develop the knowledge, skills and understanding laid down in the *Geography Curriculum*, to the maximum of their potential.
- to make sense of their own surroundings through learning about their own locality, and the interaction between people and environment.
- to extend their interest, knowledge and understanding of contrasting localities in Britain, Europe and the world.
- to develop knowledge and understanding of the human and physical processes which shape places.
- to appreciate similarity and difference in the world about them and to respect other peoples beliefs, attitudes and values.
- to develop the *Geographical skills and vocabulary necessary to carry out effective geographical enquiry*.
- to formulate appropriate questions, develop research skills and evaluate material to inform opinions.
- to develop interest and enjoyment of geographical experiences and build upon confidence and understanding.
- to recognise and understand issues concerning the environment and sustainable development.

Children's learning

There are two strands of learning:-

- a) *Continuous work*- This is ongoing throughout the academic year to ensure that pupils acquire skills, knowledge and understanding of *Geography*. This continuous work ensures that pupils will have the ability for geographical enquiry inside and outside the classroom. Within key stage 1, children will be encouraged to ask geographical questions about people, places and environments and use a variety of resources such as maps and photographs. These skills are continued in Key stage 2, with the addition of aerial photographs and ICT techniques.
- b) *Blocked work*- This focuses from Reception, working with desirable learning outcomes, through to Year 6 having access to *Geography* teaching. The co-ordinator reviews all class teachers overviews and supports with further ideas when in the planning stage.

Assessment and reporting

Assessment focuses on the four aspects of the programmes of study (knowledge and understanding about patterns and processes, places, environmental change and sustainable development and about geographical enquiry/skills.) A range of assessment tasks involving written work, drawing of maps, oral presentations, fieldwork, investigations, use of computing and annotation of drawings are planned into each unit.

At key stage 1 pupils work is marked briefly and one piece of work in each unit of work is marked in depth and incorporates a discussion with each pupil.

At Key stage 2 each unit of work is marked as a whole, incorporating a discussion with pupils in small groups. One piece of work is marked in depth and annotated with points about what the pupil needs to do to improve. Therefore not every piece of work is marked.

During each unit of work the teachers target 3 pupils through observation, discussion and questioning, record any notable achievement which is above or below expectations. This is used to inform what is taught next and the information is used to inform what is reported to parents in pupil's annual report.

In the classroom

Children may be organised in a variety of ways for Geography within their usual class group. This may involve individual, paired and group work. All teachers are responsible for teaching Geography, for motivating the children and for finding opportunities to praise co-operative behaviour.

Equal Opportunities

Activities both written and outside the classroom are planned in a way that encourages full and active participation by all children, irrespective of ability, race or gender.

Resources

Some geography equipment is kept behind the stage in the resource area, readily available to all staff. Mrs Harris has some resources in her classroom too so just ask. Children will have the opportunity to use a variety of resources including ICT.

The opportunity exists for children to use the internet to enhance their learning in this subject.

Whiteboards are installed in all classrooms.

It is all staff's responsibility to ensure the resources are looked after and put back after use.

Co-ordinator Role

The subject leader has the responsibility to take the lead in developing Geography further across the school within the school's improvement plan; monitoring the effectiveness of teaching and learning and the use of resources. Teachers and educational support staff can expect informal support from the subject leader, support arising from the school improvement plan and identified in performance management.

Excellence in Geography

Excellence in Geography is celebrated in display and performance including:

- The mounting of children's work, be it individual pieces, group or whole class efforts.
- Feedback to the rest of the class both orally and visually.
- Class and whole group assemblies showing celebration of class topic work.
- Individual or group performance highlighting activities of geographical nature.

ECO

St Kentigern's achieved Green flag status in 2018 and continues to have a successful group within the school, who strive to make the world a better place. The whole school participate in activities and assemblies which tend to have links to Laudato Si written by Pope Francis and also the Gospel curriculum values.

Last Review: April 2024

Review of policy: April 2026