



## [Geography Policy](#)

### [Mission Statement:](#)

St Mary's is a welcoming school who: learn together; live out Catholic values; celebrate all achievement and believe all is possible in Christ's hands.

### [Intent](#)

From their first day to their last at St Mary's, we support our children on a journey of learning and faith.

In learning, we want our children, by the time they leave our school: to be numerate and literate, to have received their full entitlement in all areas of the curriculum, and to have the opportunities to succeed in areas of particular interest to them.

At St Mary's we believe Geography helps provoke and answer questions about the natural and human world, encouraging children to develop a greater understanding of the Earth and their place in it. We want Geography to develop a range of investigation and problem-solving skills that are transferable to other curriculum areas and which can be used to develop children's spiritual, moral, social and cultural development. Geography is, by nature an investigative subject, which develops an understanding of concepts, knowledge and skills. Embedded through our school's values, we want our children to develop skills and standards including: empathy, critical thinking, reasoning, creativity, curiosity and responsibility. We intend to promote and build on children's interest and understanding about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. We seek to inspire in children a curiosity and fascination about the world, its creatures and people, which will remain with them for the rest of their lives; as our children develop into active global citizens of the future.

As children progress through KS1 and KS2 we want them to:

- 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 of 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

### Geography Curriculum:

At St Mary's we strive to ensure pupils experience high quality Geography learning. Geography units of learning are timetabled at least three times throughout the year explicitly, although Geography skills may also be developed on a cross-curricular basis alongside other work. Through a variety of creative and practical activities, we teach the knowledge, understanding and skills needed to engage in Geography.

Through the framework of the 2014 National Curriculum, Geography taught at St Mary's School, aims to ensure that all children:

- develop age-appropriate, accurate knowledge of the location, physical and human characteristics of a wide range of globally significant places including terrestrial and marine locations
- to use this knowledge to provide a geographical context to study and understand the actions of important geographical processes
- understand that these processes give rise to the key physical and human geographical features of the world, how these are interdependent and how they bring about variation and change to the geographical landscape
- to be able to use geographical vocabulary which is appropriate and accurate and which develops and evolves from EYFS to KS1 and through to KS2
- collect, analyse and present a range of data, gathered through experiences of fieldwork, to deepen understanding of geographical processes
- use and interpret a wide range of sources of geographical information, including maps, digital mapping, diagrams, globes and aerial photographs
- are able to communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length
- to fulfil the requirements of the 2014 National Curriculum for Geography
- to promote children's spiritual, moral, social and cultural development helping them to have a greater understanding of their place in the world, and their rights and responsibilities to other people and the environment

### Roles and Responsibilities:

The Geography Subject Leader will:

- Establish a secure profile of Geography in school.
- Manage the implementation of the school policy, updating the policy and scheme of work on a regular basis in line with new initiatives
- Order, update and allocate appropriate and sufficient resources
- Model high quality teaching of Geography
- Identify needs and arrange INSET so that all staff are confident in teaching and assessing Geography
- Keep abreast of new developments and communicate these to staff
- Take an overview of the whole school planning to ensure that there is continuity and progression between year groups and learning is effectively planned for
- Support staff in developing pupils' capability within Geography
- Attend appropriate courses and maintain links with the Lancashire advisory team

- Monitor and evaluate standards in teaching and learning in *Geography* eg: looking at pupils' work and conducting pupil interviews
- Contribute to the School Development Plan on an annual basis to maintain and raise standards
- Assist colleagues in the planning and delivering of lessons
- Report to governors
- Use assessment of *Geography* to inform future planning
- Identify opportunities for *Geography* in the wider school curriculum.

The class teachers will:

- Plan and deliver *Geography* lessons to their class.
- Assess the work and progress of pupils and communicate to the subject leader.
- Identify any other opportunities for *Geography* in the wider school curriculum.
- Have responsibility for the teaching, learning and assessment of *Geography* and report on pupil progress to parents.

## Impact

### Assessment, Record Keeping and Reporting:

Within *geography*, we strive to create a supportive and collaborative ethos for learning by providing investigative and enquiry based learning opportunities. Emphasis is placed on investigative learning opportunities to help children gain a coherent knowledge of understanding of each unit of work covered throughout the school. Children will deepen their understanding of the interaction between physical and human processes and how this affects landscapes and environments.

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Pupil attainment is recorded in a manner to assist the class teacher, inform the subject leader of standards and to report attainment to parents.

Key geographical skills are taught and the assessment of the acquisition these skills are assessed by: observation of pupils, differentiation and use of open ended questions, marking with some opportunities provided for self-assessment and target setting, book moderations and assessment tasks.

### Review:

The subject leader will review the policy annually. Policy produced September 2020.