

St Francis of Assisi Catholic School



Geography Policy

We love and grow in Christ
We live and learn in partnership
We build and share together

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Statement of intent

At St Francis of Assisi Catholic Primary School, our aim is to provide a rich and diverse curriculum that ensures all pupils are able to engage with the subject and develop a love for learning Geography. We aim to deliver a high-quality Geography curriculum that develops a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

Our curriculum is designed to 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. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

The aims of the National Curriculum are 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

Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2013) 'National curriculum in England: geography programmes of study'
- DfE (2023) 'Statutory framework for the early years foundation stage'

Roles and Responsibilities

The governing board is responsible for:

- Approving this policy
- Liaising with the headteacher, geography coordinator and teachers with regard to pupil progress and attainment in geography education
- Ensuring the Geography curriculum is inclusive and accessible to all

The headteacher is responsible for:

- Ensuring the Geography curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible

- Receiving reports on the progress and attainment of pupils and reporting these results to the governing board
- Making any necessary adjustments to the Geography curriculum where required
- Keeping up-to-date with any relevant statutory updates and taking action where required
- Updating and maintaining this policy

The Geography coordinator is responsible for:

- Developing, resourcing and reviewing this policy
- Planning, instigating and monitoring Geography teaching programmes
- Liaising with colleagues, including the SENCO, to differentiate teaching programmes in accordance with the needs of individual pupils
- Working with other staff to teach the subject content
- Keeping staff informed of visits and courses
- Facilitating the assessment of pupils' work
- Keeping up-to-date with current affairs and best practice regarding Geography
- Providing guidance, including INSET training to Geography staff, as part of their ongoing professional development
- Celebrating and promoting the Geography curriculum and the work of pupils throughout the school

Staff teaching geography will be responsible for:

- Contributing to the development of this policy and teaching programmes, with the Geography coordinator
- Developing schemes of work and lesson plans in line with this policy and the objectives of the Geography curriculum
- Delivering the Geography curriculum, including coordinating activities and resources within their specific areas
- Assessing and recording pupils' progress and keeping the geography coordinator apprised of this
- Providing feedback to parents on pupils' progress at parents' evenings and other meetings
- Attending and contributing to any INSET days organised by the Geography coordinator
- Keeping apprised on current affairs and best practice on their Geography curriculum, and applying this to their schemes of work.

Implementation

At St Francis of Assisi Catholic Primary School, we use the National Curriculum objectives as the starting point for planning. Our whole school Geography curriculum is carefully sequenced, supported by a clear progression of skills and knowledge. This ensures that skills and knowledge are continually built on and sequenced appropriately to maximise learning for all children. Each year group has a clear curriculum map, outlining the specific geographical

content to be covered. We ensure that prior learning is revisited and consolidated, enabling pupils to build upon their existing knowledge and to become great geographers.

Early Years Foundation Stage

In Early Years, geography is taught through the specific area of learning 'Understanding the World'. Children are given the opportunity to find out about and learn about the natural world and people, culture and communities. Teaching and learning opportunities are delivered through adult led activities and through carefully planned continuous provision. Geography in the early years makes a significant contribution to the initial basic understanding of locational knowledge and mapping by looking at their immediate environment and plotting features on a simple map e.g. through our work about transport, children work collaboratively to create a map that a chosen mode of transport can travel to.

By the end of Reception Class, children will be taught about:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

Key Stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Key Stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Where possible, the geography curriculum will provide opportunities to establish links with other curriculum areas. For example:

- English - Pupils' writing skills are developed through recording their planning and findings
- Maths - Pupils use their knowledge and understanding of measurement and data handling, including through recording their findings on charts, tables and graphs
- Science - Pupils use their knowledge of the natural world to identify and analyse features of physical geography.

Impact

Pupils will be engaged in Geography lessons and be keen to share their learning with others. During pupil interviews, pupils will be able to talk confidently about the skills and knowledge they have acquired and articulate their understanding of key geographical vocabulary and concepts across the three geographical strands: location and place, human and physical knowledge and geographical skills and fieldwork. Outcomes in geography books will evidence a broad and balanced geography curriculum and demonstrate the children's acquisition of identified key knowledge. Work will show that a range of topics are being covered, cross-curricular links are made where possible, and a wide variety of skills are being taught. We expect that by the end of year 6, children will have the skills and knowledge they will need to access the Key Stage 3 curriculum.

Assessment

In the Early Years Foundation Stage, the progress and development of pupils within the EYFS is assessed against the early learning goals outlined in the Statutory framework for the Early Years Foundation Stage.

In Key Stage 1 and Key Stage 2, the Lancashire Key Learning Documents provide the basis of assessment in geography. Our geography curriculum covers the statutory elements for each unit and gives clear learning outcomes which enable ongoing assessment.

Many ways of learning are integrated into geography assessment. Children's work can be assessed by:

- Use of 'knowledge organisers' at the start and end of each unit of work, with focus on key questions and key vocabulary
- Observation – watching children work individually or as part of a group
- Questioning and discussion, listening to pupil's responses and views on an individual, group or class basis
- Evidence – work children produce in class, writing, drawings, paintings, models, etc. and during fieldwork
- Digital photographs

Equal opportunities and Special Educational Needs

At St Francis of Assisi Catholic Primary School, all children have the right to equal opportunities. We respect the individuality of everyone and aim to provide equality for everyone. Class teachers will make adequate provision for those children with SEN to access materials and tools (when safe and appropriate) to enable those to have the same opportunities for designing and making. If advice or assistance is needed, the class teacher should consult the Geography leader or Headteacher.

Resources

The school has a range of resources for the teaching of the units of work covered in Geography. The resources are stored in the resource classroom and are organised into the different units covered in our geography curriculum. All staff have a responsibility to ensure it is maintained in good order and report if any resources become broken or damaged during use.

Teachers have the opportunity to use the Lancashire Library Service to receive curriculum boxes. These are carefully selected to match pupils' key stages, reading ages, and abilities; providing teachers with the very best resources to support a wide and rich curriculum.