

Introduction:

At Margaret Roper Catholic Primary School, we are committed to delivering children learning experiences within the subject of Geography. This policy sets out a framework for teaching and non-teaching staff for the subject and gives guidance on curriculum, planning, teaching and assessment.

Geography is an essential and valued part of the curriculum. It provides a purposeful means for exploring, appreciating and understanding the world we live in and how it has evolved over time. Geography allows the exploration of the relationship between Earth and its people through the study of place, space and environment. Children learn to become a world citizen due to the studying of the wider world, cultures and traditions of other people and environments. Geography allows children to understand and learn skills of their locality and how and where we fit in our overall world structure. The children learn through experience, particularly through practical and fieldwork activities.

The teaching of geography would be difficult if we did not acknowledge the future of this planet. The curriculum places a huge emphasis on the link between human and physical geography and environments. Many areas of study enable opportunities for children to become aware of these effects upon their surroundings, their own responsibilities and how they contribute to improving the environment.

Aims:

The aim of Geography at Margaret Roper Catholic Primary School is to inspire curiosity and fascination about the world around us and the people. Through our curriculum we aim to equip children with knowledge of diverse places, people, resources and natural and human environments. As a school, we aim to develop a deeper understanding of the earth's physical and human processes. As the children go through their geography education within our school, they will start to develop their understanding of how physical and human processes interact and explore how the landscapes and environments develop. We aim to develop children's geographical knowledge and skills by exposing them to a variety of resources to deepen their understanding of an area of study.

The aims of teaching geography in our school:

- To make sense of surroundings through learning about locality and interaction between people and the environment.
- To stimulate children's interest in their surroundings and start to develop a knowledge and understanding of the physical and human processes which have shaped the area.

- To inspire a curiosity, wonder and love about the world around them and the people who live within it.
- To increase children's contextual knowledge of the location of significant places and explore the physical and human features that define that location.
- To increase children's knowledge of the different cultures and traditions and develop their global citizenship through respecting and understanding of a multi-cultural country.
- To allow children to develop their geographical skills including how to use, draw and interpret maps of different scales and use key vocabulary to carry out effective geographical enquiries. Children should be allowed to apply these map reading skills to globes and maps to identify different geographical features.
- To encourage children to develop their curiosity and develop their enquiries by asking questions, develop their research skills and evaluate resources to develop their own opinions.
- To enable children to work geographical in different contexts using different materials and equipment including IT.
- To encourage in children a commitment to a sustainable development and future.

Curriculum:

The geography curriculum within Margaret Roper Catholic School follows the Kapow scheme of work. This scheme links closely to the National Curriculum (2014) which helps provide further guidance by outlining the subject content that should be taught within each key stage. The geography taught in Reception is led by the Early Years Foundation Stage document and has been decided based on research from the subject leader and EYFS teacher. The whole school plan aims to ensure the learning is progressive and that geographical skills, attitudes and methods of working are fundamental to the education of all children and are built on throughout their primary school years. It is important that links are made between different geography topics so the learning is meaningful, and knowledge can be deepened.

Early Years:

Within Reception, geography is taught through topic and story-based themes which has child-initiated learning and adult led activities. We relate the geographical aspects of a child's education through the objectives set in the Early Years curriculum. Geography is a crucial part of a child's development as it starts their understanding of the world. Children can explore the world they live in by finding out about different places whether it be their local area or further afield. Children can explore activities through comparing places as well as

people and discussing their findings and opinions and raising questions. Geographical vocabulary will start to be introduced to children through their discussions of their local area and observations they may have had of the school environment.

KS1:

During the Key Stage One curriculum, children investigate their local area and start to compare with an area within the United Kingdom or abroad. Children will begin to discover the environment of their local area, the people who live within it and begin to make comparisons to another area of study. Children will begin to discover the wider world. They will carry out geographical enquiries inside and outside the classroom. By allowing the children to complete this, they will start to develop their geographical questioning about people, places and environments. Children will develop their geographical skills through using a variety of resources to research such as maps and photographs.

KS2:

During the Key Stage Two Curriculum, children investigate a variety of people, places and environments in the United Kingdom and abroad and start to create links between different places within our world. Children will discover how people can and have affected the environment and how the people are affected by the environment they live in. Children will carry out geographical enquiries inside and outside the classroom and by allowing this, children deepen their development of asking geographical questions and using geographical skills and resources such as maps, photographs and technology. Throughout Key Stage Two, children will deepen their geographical enquiry skills by asking geographical questions, collecting and recording data from fieldwork and identifying different ideas and opinions. This allows the children to develop their understanding and implementation of key vocabulary in the correct context for geography. Children will acquire appropriate geographical practical skills such as fieldwork techniques and using maps, plans and atlases appropriately when completing enquiry activities. They will be exposed to and use secondary sources of information such as aerial photographs and satellite images and discuss the importance of these and whether they are relevant to their study.

Planning:

At Margaret Roper Catholic Primary School, we use the Kapow scheme of work as the basis of our planning for the curriculum. It is adapted to meet the needs and locality of the school. As a school, we ensure that there are opportunities for all children to build on their skills and knowledge in each topic studied and we plan progression into our scheme of work.

As a school, we carry out curriculum planning in three stages: long term, medium term and short term. The long-term planning maps out the geography topics studied in each term over the academic year within each year group. The geography subject leader works this out with the assistance of the other teachers in each year group. As teachers, we try and make geographical links with other subject areas such as English and Art. These links must be strong and meaningful to ensure the learning is purposeful and children can make connections with their own knowledge.

As a basis of our medium-term planning, we use the Kapow scheme of work which allows us to explore the details and objectives taught within each unit for a term. Geography is taught one half of each term. The geography subject leader has access to these plans and reviews these plans on a regular basis to see if they are taught in the appropriate year groups. As this is a new scheme of work introduced, teachers are starting to develop their own medium-term plan based on the Kapow scheme of work.

The class teacher is responsible for the short-term plans of geography. Each lesson consists of a WALT to meet the geography objective and a particular part of the curriculum.

Teaching:

At Margaret Roper Catholic Primary School, we use a vast range of teaching and learning styles to encourage children to think and act like geographers. Our key aims are to build on children's knowledge, skills and understanding and we use a diverse range of methods to achieve this. As a school, we believe that all children should be exposed to the learning, so we therefore believe in the whole school teaching approach and combine this with other methods which encourage enquiry-based activities and learning. We feel that children learn best when:

- They have access and can handle geographical resources such as maps and atlases.
- They can explore their school grounds, locality and areas of geographical interest that are accessible to them.
- They gain first-hand experiences of conducting fieldwork and collecting data.
- They have access to secondary resources such as photographs and books and can use these to complete research.
- They can listen to and interact with people when collecting data.
- They can discuss their opinions and ideas with others for example peers, family members and expert visitors.
- They explore different cultures and traditions through drama and music.
- They are shown or use independently resources to build on their knowledge.

- They are provided opportunities to work independently and collaboratively to produce a variety of work, ask and answer geographical questions.
- They participate in geography themed days and weeks.

Assessment:

During the planning stage, clear objectives are set, and activities are matched to help form as part of an assessment. These activities that form assessments play a part in the planning process for future activities and differentiation.

Class teachers complete on going assessments in geography based on what is happening during their lessons. Class teachers use observations, discussions and activities to form their ongoing assessments of each child within their class. Assessments are also conducted at the beginning and at the end of the topic through the idea of the 'knowledge catcher'. The assessment piece could be a writing, artwork, or a question. Quizzes are also conducted at the end of each topic in the style of multiple-choice questions. These will help form the overall assessment for the whole topic. At the end of each topic, shaded sheets will be recorded for the class to determine which children are below, working towards, expected and greater depths. For on-going assessment for past topics, a new idea of lessons starters will be introduced called what did we learn last year, last term and last lesson? This will consist of three questions children will have to answer in their books before the main lesson begins. This will help children retain past knowledge and keep it fresh in their mind.

At the end of each year, the child will be sent home with their report which will indicate to parents what attainment their child has reached within that particular academic year.

Monitoring:

The geography subject leader is responsible for monitoring the standards of the children's work and the quality of geography teaching across the whole school. This is completed through: lesson observations, book scrutinises and interviews with children. It is also the responsibility of the geography leader to support other teachers in their teaching of geography through CPD where necessary and audits, be informed about current developments in the subject and provide a strategic lead and direction for the subject within the school.

Fieldwork and Resources:

Fieldwork is an important part of good geography teaching and we try to include as many opportunities in the children's geography curriculum and learning. Across all year groups, we encourage the use of our school area and local areas for investigations to help the children

observe and record information. A wide range of trips are organised across the school to support the geography curriculum and it is suggested that at least 1 trip per year has a geography focus to enhance their skills and knowledge. Before fieldwork or a trip is undertaken outside of the school ground, a risk assessment must be conducted and put on the school system and given to all the necessary people within school.

There are a variety of resources available for many of the geography topics taught across the years such as maps, atlases and aerial photos. Each classroom should have a world map on display and a globe available to study for the children. We also keep a collection of geography equipment which children can use to collect data in the science cupboard. There is a good supply of geography topic books in our classrooms and library and children have the opportunity to take these home to read or read within class. We use a wide range of websites which are child friendly to support geographical learning and enquiry.

Review: April 2024