



Geography Policy

Mission Statement

We are inspired by the teachings of Jesus Christ who is at the heart of all that we do.

Working in unity with our families, parish and community, we encourage and support the children to grow in faith and reach their full potential in a happy, caring and loving environment.

Curriculum Intent Statement

At Our Lady and Saint Edward's we aim to inspire our pupils with a life-long fascination about the world and its people. We are committed to providing a curriculum which is based on encouraging curiosity and enquiry about a range of places in the world. Through quality teaching and learning opportunities, we aim to equip all children with the necessary Geographical skills to compare these places and apply their questioning skills.

Aims

Through effective teaching and learning of Geography we aim to:

- Inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.
- Support children's recognition and understanding of the place they live and their own locality, in comparison to other places within the UK and the wider world.
- 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.
- Provide children with opportunities for fieldwork and the application of geographical skills.
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support.
- Equip pupils with the knowledge and cultural capital they need to succeed in life.
- Encourage a commitment to sustainable development, helping children to recognise and understand environmental problems at local, regional and global levels, our effect on our environment and their role in being global citizens.

Statutory Requirements

At Our Lady and St. Edward's Catholic Primary School our Geography curriculum and teaching reflects the requirements of the [National Curriculum programmes of study](#) and promotes the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#). It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

Planning and Organisation

- Geography is planned and taught by each class teacher in accordance with the objectives set out in the [National Curriculum for Geography](#) and with reference to Our Lady and St. Edward's Geography progression document. It may be linked with a cross-curricular topic, where appropriate.
- Teachers use a variety of teaching and learning styles in Geography lessons, including enquiry-based research activities and encourage children to ask as well as answer geographical questions.
- Wherever possible visits are made to places and areas of interest, to enhance learning.
- We offer children the opportunity to use a variety of resources in geography lessons, and enable them to use ICT, including Digimaps, where this serves to enhance their learning.
- Pupils carry out field work in their local area. This will include orienteering.
- Pupils are made aware of current world events through a wide range of sources to include media news, secondary sources online and a wide range of books and maps.
- Within Reception, learning is planned with reference to the Revised [Development Matters](#) and [Birth to 5 Matters Documents](#). The EYFS curriculum is designed around children's interests to inspire and provide children with opportunities to explore, discover and question the world around them. The foundations of Geography are taught throughout all seven areas of the EYFS curriculum, especially through the "People Culture and Communities" aspects of "Understanding the World".

Curriculum

EYFS

Within the EYFS children learn, develop skills and build knowledge across all seven areas of learning. All of these areas support children to develop the knowledge and skills that will support them in their future Geography learning. Opportunities for learning within the "People, Culture and Communities" strand of "Understanding the World" provide exciting and valuable opportunities for children to ask questions and explore the world we live in. Within EYFS children are given a variety of opportunities to make discoveries including through exploring a variety of cultures around the world, comparing places, looking at pictures and artefacts from different countries, and exploring and becoming familiar with maps. Our children visit a variety of places within our local area and learn about the City of Preston and its place in the United Kingdom.

Key stage 1

In Key Stage 1, pupils will develop locational knowledge about the world, its continents and oceans, the United Kingdom and their own locality. Our children develop their subject-specific vocabulary, in particular when learning about human and physical geography. They recognise human and physical features of different places and compare this within our country and other places across the world and noticing similarities and differences. Children use and follow maps and directions and create their own simple maps. Children begin to use geographical skills, including first-hand observation, fieldwork and enquiries to enhance their awareness of locations and the world we live in.

Key stage 2

In Key Stage 2, pupils will extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America and Australasia. This will include the location and characteristics of a range of the world's most significant human and physical features including volcanos, mountains, rivers and the rainforest. Children will develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Children use a variety of maps, globes and compass to locate places and follow routes. They use field work to make observations and collect data. Children ask questions, research, make predictions, and test simple hypotheses and people and places within our world.

(The specific objectives EYFS, KS1 and KS2 Geography are found in the National Curriculum for Geography as well as Our Lady and St. Edward's curriculum and progressions documents).

Assessment

At Our Lady and St. Edwards we use a range of both Formative and Summative Assessment. Assessments are made by each class teachers. Formative assessments are made each lessons in a variety of ways through classroom observations, questioning, conversations with children and through making of children's work. The children's work produced in many contexts including, written, graphical, orally, practically, via ICT methods or a combination of some, or all. Teachers also complete summative assessments within KS1 and KS2 at the end of each Geography topic taught, recording and tracking each children progress and attainment in relation to age related expectations. Within EYFS Summative Assessment is completed half-termly across all areas of learning, recording if each child is "on-track" or "not on-track" to achieving the Early Learning Goal in each area of learning.

Inclusion

At Our Lady and St. Edward's, teachers set high expectations for all pupils. They use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Our Lady & St Edward's Catholic Primary School

Teachers plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, including Geography, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Rolls and Responsibilities

The Geography subject lead is responsible for:

- Keeping up to date with developments in Geography education and passing on information to colleagues and Governors.
- Having accurate knowledge of the school's Geography curriculum and what is being taught.
- Leading the development of Geography in school, having clear expectations for raising and maintaining standards.
- Monitoring progress in Geography.
- Purchasing and organising resources for Geography.
- Reporting to the Head Teacher and governors as requested.

Monitoring

At Our Lady and St. Edward's Geography is monitored by the Geography co-ordinator. Monitoring takes place in a variety of ways, including through book scrutinies and discussions with staff and children. Children's attainment in Geography is reported to parents during the end of year report. The Head Teacher and the Governors receive Geography reports and monitor coverage of National Curriculum subjects and compliance with other statutory requirements. This policy will also be reviewed frequently.

Written by:	K. Sudell	Date: [Date]
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