



Geography Policy

Jesus said, "Love one another as I have loved you." John 13:34

Policy Type	Policy Number	Prepared By (Job Title) and Date
Statutory		Mrs Breeze - Teacher 06.06.2022
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	Every Three Years	06.06.2025
Signed on behalf of the Full Governing Body: _____		

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This policy outlines the learning, teaching, organisation and management of geography at Shrewsbury Cathedral Catholic Primary School. It explains the intent of the teaching and organisation of Geography at Shrewsbury Cathedral Catholic Primary School and describes the implementation of the teaching and planning across the school.

The implementation of this policy is the responsibility of all teaching staff. The responsibility for monitoring and reviewing rests with the Geography co-ordinator.

Organisation of the Geography policy

1. Legislation and guidance - National Curriculum - INTENT
2. Roles and responsibilities - IMPLEMENTATION
3. Organisation and planning - IMPLEMENTATION
4. Inclusion - IMPLEMENTATION
5. Monitoring and Assessment arrangements - IMPACT
6. Links with other policies
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Legislation and guidance - National Curriculum - INTENT

At Shrewsbury Cathedral Catholic Primary School, the Geography curriculum teaches an understanding of both human and physical elements of place and environments. It is designed to develop the children's interest in the subject, spark their imagination and encourage an enthusiasm towards Geography for both now and in their future. Shrewsbury Cathedral Catholic Primary School is committed to meeting the requirements and attainment targets of the Primary National Curriculum for Geography.

Through their learning in Geography, children will explore their local area, compare their area with others around the UK, reflect on geographical issues and the globe and explore key features of other countries, cultures and environments. Our intent is that the geography curriculum will broaden the children's experiences of the world, allow them to draw and interpret maps and develop the skills of research, investigation, analysis and problem-solving. Through their growing knowledge and understanding of human geography, children will develop respect for and a positive curiosity about life in other cultures both in the UK and abroad. Through their exploration of both human and physical geography and current issues, they will develop a sense of their role as a local, national and global citizen, drawing on connections with the fundamental British values and the value of being a part of a multi-cultural society.

Roles and responsibilities - IMPLEMENTATION

The Geography Co-ordinator will be responsible for:

- Working with senior leaders and monitoring teaching and learning, planning and standards through lesson observations and work scrutinies according to school practice.
- Organising in-house moderation of standards meetings.
- Self-evaluation to identify strengths and areas for development.
- Ensuring the curriculum offered is appropriate, suitable and relevant to pupils' needs and interests.

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- Attend appropriate training and keeping up to date with current thinking, policy and developments and feeding back to staff.
- Organising and leading in-house staff training and development.
- Identifying training needs of staff to ensure their suitability to teach all areas of the Geography Curriculum.
- Supporting and advising colleagues in the delivery of Geography.
- Liaising with the Headteacher, Governors, parents, the Education Service on matters relating to Geography.
- Auditing, managing and developing resources within a given budget.

Class teachers

Teachers will:

- Have a clear understanding of the requirements for Geography in their year group and Key stage and reinforce them wherever possible.
- Plan, teach and assess Geography in accordance with the school's agreed methods.
- Choosing an appropriate theme for their topic each half term.
- Seek advice whenever they are unsure in what they are delivering.

Governors

Governors are responsible for:

- Ensuring that the Geography policy is in keeping with the national guidance.
- Ensuring that the policy is available to parents
- Ensuring that the programme and the resources are suitably monitored and evaluated

Organisation and planning – IMPLEMENTATION

Our curriculum planning is grounded in the national scheme of guidelines but importantly makes links directly to our local environment. We make use of the key geographical features within our immediate locality and children begin their school career by engaging with their locality through regular walks and visits to local features. As the children move up through the key stages, they will develop a deeper geographical understanding of their locality by applying a broader range of skills to their local environment as well as drawing contrasts between our own locality and that of other significant places.

Our curriculum allows and encourages teachers to apply a range of teaching methods and learning styles within their lessons and is designed to draw on areas of interest or expertise in our teaching staff. A degree of flexibility is planned into the curriculum to enable teachers to adapt topics to the interests of the learners. Both through the curriculum and coordinator support, teachers are encouraged to engage children in exciting opportunities which allow them to experience first-hand their local area, environmental concerns and contrasting locations. They are encouraged to partake in and lead on geographical enquiry and will explore their topics using a variety of data including different styles of maps, statistics, graphs, pictures, photographs and artefacts.

Our Curriculum Map outlines the Geography Topic for each class and the potential themes. Each class, with the exception of EYFS, cover two Geography topics drawn from the National Curriculum and a topic addressing a current world issue such as climate change. Each unit is then linked to a Front Cover Sheet. These share the intent with pupils, provided a list of differentiated skills that the children are expected to develop through the unit and provide vocabulary and curriculum links that relate to the particular Geographical topics.

The Autumn Term units are centred around the theme of place and location and allows pupils to apply an increasing range of mapping skills to a broadening world view. As they move through the Key Stages. EYFS and Key Stage One focus on location of features in their own locality, the location of our town and the identification of broad, Policy Number

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large geographical features such as oceans. Through Key Stage Two, learners begin to explore locations globally in more detail. The aim is that by the end of Year 6 pupils can locate major geographical features in an atlas, globe or digital map and can describe geographical features using concepts such as time zones, latitude and longitude and biomes.

The Spring Term units are centred around the theme of place and geographical concepts and children will develop their enquiry-skills by exploring key geographical features and concepts. The specific features are flexible so that teachers can build upon interests and questions that arise in the Autumn Term unit or from another area of learning. Key Stage One focus on describing and comparing familiar concepts such as weather and daily routine. Lower Key Stage Two look at exploring more complex concepts of topography and rural/urban at a local scale and then in upper Key Stage Two children will begin comparing more complex concepts such as trade and resource distribution at a global scale.

The summer unit of each year is planned so that the whole school is engaged with a current concern. This is planned to link with citizenship, SEL, PSHE and RE and has been planned to develop their problem-solving skills and to cement their developing global geographical knowledge into a real-life, real-time geographical issue.

In the Foundation Stage, Geography is not taught as an explicit topic but is taught through the knowledge and skills developed in topics throughout the year. Key skills from areas in the Early Learning Goals including Understanding the World, Mathematics and Communication and Language have been linked with Geography and identified in our Medium Term Plan.

At Key Stage 1 and 2, Geography and related skills are taught explicitly for three half terms a year as well as through incidental learning and cross curricular links. To support the development of key English skills, children links are made to Geography in the writing units such as a report, letter or news broadcast. The children also have access to texts from around the world and links to Geography are made with class reads.

Children also develop and build upon their mathematics objectives including graphing, data analysis, coordinates, scale and measure. They use computing in geography to enhance their skills in data handling, for research and for presenting learning.

Geography lends itself to raising matters of citizenship and social welfare. They study contrasting cultures and locations and reflect on the human impact on our earth - both positive and negative. The nature of the subject means that children, particularly in their Summer unit, are encouraged to debate and discuss important global geographical concerns and through links with Geography, RE and our church are encouraged to organize and take part in campaigns such as raising money for water in the developing world reflecting on inequality and justice around the world. We help the children to develop their understanding of different cultures so that they learn to avoid stereotyping other people and acquire a positive attitude towards others and encourage children to view Geographical issues such as deforestation from multiple viewpoints. Thus, Geography in our school promotes the concept of positive citizenship, promoting British Values through respect and tolerance of others and their differences.

Learning outside the classroom is encouraged and risk assessments are completed prior to activities away from the school site. Activities such as field trips are planned to ensure that they are safe and appropriate for the pupils involved and their learning needs.

Shrewsbury Cathedral Catholic Primary School's Curriculum Charter

In Geography our children are entitled to a world class curriculum which enables them to;

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- Undertake fieldwork and gain first-hand experience e.g. standing in a river, climbing a mountain, seeing the sea.
- Gain a knowledge and understanding of places around the world both similar and different to their own town;
- Develop an awareness of other cultures and, in so doing, achieves respect, tolerance and understanding of what it means to be a positive citizen in a multi-cultural school, country and world; embedding fundamental British Values.
- Learn graphic skills, including how to use, draw and interpret maps and why this is important;
- Understand environmental problems at a local, regional and global level and recognise their ability to address these;
- Be encouraged to think ethically and realistically about the sustainability of the world
- Understand and appreciate global citizenships;
- Develop skills of enquiry, problem solving, ICT, investigation and presentation.
- Have access to a range of resources including maps, atlases, textbooks, educational software and globes.

Inclusion – IMPLEMENTATION

Our curriculum is planned and taught so that children can achieve in Geography regardless of their starting point or ability. Through the use of effective teaching strategies, teachers, supported and monitored by the subject lead and SLT, are responsible for promoting equality and provide meaningful quality Geography teaching for all student including through fieldwork. This means ensuring that all pupils including those with special educational needs, those for whom the pupil premium provides supports and those for whom English is an additional language make good progress and are inspired and challenged through the Geography curriculum. During each unit, teachers will make explicit links to new vocabulary to help address language gaps for our high percentage of EAL learners.

Every Geography unit is planned using a front cover sheet. The objectives outlined on these are designed to offer stretch and challenge for children of all abilities and are used to support teachers in planning appropriate activities and setting goals.

Teachers are sensitive to how some geographical issues can require particularly sensitive handling because of students' background, culture of religious belief and are committed to teaching values and controversial issues in Geography in a way that supports and promotes a culturally diverse society.

Monitoring and Assessment arrangements – IMPACT

At Shrewsbury Cathedral Catholic Primary School, throughout the curriculum, we are enabling children to gain a broad and balanced understanding of the key geographical skills and knowledge of their local, regional and global environment. The curriculum supports children in developing their understanding of both the physical and human geography around the world.

The curriculum design and planning will lead to outstanding progress for all pupils, regardless of their starting, over time. Learning is progressive and builds on prior knowledge and understanding and supports children in producing outcomes of the highest quality. Teaching and learning is adapted to cater for the needs of all pupils, providing support for children with special educational needs and enrichment and challenge for more able children.

The Geography subject leader is responsible for regularly monitoring and reviewing the curriculum, the standard of the children's work and the quality of teaching in geography. The geography subject leader is responsible for supporting colleagues in the planning and teaching of Geography, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. Time is allocated for reviewing samples of children's work and for visiting classes to observe teaching in the subject. Feedback will

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be given around what is going well and what are the ways to grow and examples of good practise shared with all staff. When children produce work they or the teacher is proud of in *Geography*, they will take their work to the *Geography Co-ordinate* to be shared.

These will be used by the children and staff to reflect on the progress that is being made over time in *Geography*. Assessment is made based upon observations of learning both in explicit *Geography* teaching and links through other subjects, written and non-recorded outcomes, marking and day-to-day assessments. Teachers are expected to highlight learning objectives in *Geography* and provide at least one example of pink marking used to stretch learners or address a gap in learning per unit.

Twice yearly, a sample of books will be assessed using the *Front Cover Sheet* objectives and work evidence. These books will be tracked through the Year groups to monitor ongoing progress. The *Geography* leader will evaluate progress that has been made and the impact of the curriculum using pupil conferencing, book looks, lesson observations and assessment data to ensure all pupils have been taught the knowledge and skills they need to deepen their geographical understanding.

Links with other policies

Appendix

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