



“Together in faith, working as one”

Geography Policy

Core principles

At St Paul's, our history curriculum will inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should 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

Intent

We develop responsible, resilient, respectful pupils who value themselves, others and their learning.

We aim for our children to be happy, inquisitive, reflective and ambitious individuals who can become lifelong learners ready for the next stage of their 'journey'.

Our curriculum is **CLEAR**:-

- **Challenging** – lessons are stimulating and provide opportunities for children to 'grapple' with concepts, utilising opportunities for regular lesson enhancements.
- **Language rich**– staff promote, develop and encourage high quality talk for learning so that all pupils can express themselves and communicate clearly and effectively in a wide range of situations.
- **Encouraging** – staff promote resilience through the development of a growth mindset and 'the power of yet'.
- **Aspirational** – staff have high expectations and the children dare to take risks and dream.

- **Reflective** – children are encouraged to consider their role in making our world a better place. **‘LIVE WISELY, THINK DEEPLY AND LOVE GENEROUSLY**
‘– (Pope Francis, *Laudato Si*)

Implementation

Teaching & Learning

Geography will be delivered for a minimum of 6 hours per term. Staff can choose whether to teach singular one-hour sessions or block teach as whole afternoons. Each unit of work provides opportunities to develop Human Geography Knowledge, Physical Geography Knowledge and Mapping Skills, as outlined in our ‘Mapping of Skills and Knowledge’ document. This can be tracked on the ‘Geography – Progression of Skills and Knowledge’ document.

We use a variety of teaching and learning styles in our geography lessons. We believe in whole-class teaching methods and we combine these with enquiry-based research activities. Children are encouraged to ask as well as answer geographical questions. We offer them the opportunity to use a variety of data, such as maps, statistics, graphs, pictures, and aerial photographs, and we enable them to use IT in geography lessons where this serves to enhance their learning. Children take part in discussions and they present reports to the rest of the class. They engage in a wide variety of problem-solving activities. Wherever possible, we involve the children in ‘real’ geographical activities, e.g. research of a local environmental problem or use of the Internet to investigate a current issue.

We recognise the fact that there are children of widely different geographical abilities in all classes and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, some children not completing all tasks;
- grouping children by ability in the room and setting different tasks to each ability group
- providing resources of different complexity according to the ability of the child;
- using teaching assistants to support the work of individual children or groups of children.

Planning

St. Paul's Catholic Primary School currently delivers a two-year cycle to allow for our mixed-age classes. Progression has been planned to be as sequential as possible, for pupils to be ready for the next stage in their learning.

The Geography Subject Leader is responsible for managing the mapping of the topics, skills and knowledge for the whole school. Planning should be annotated as appropriate and evidenced in planning files.

We use the National Curriculum for geography as the basis for our curriculum planning. We have adapted this to the local circumstances of our school, i.e. we make use of the local environment in our fieldwork and we also choose a locality where the human activities and physical features provide a contrast to those that predominate in our own immediate area.

Our long-term plan maps the geography content spread in three sections; KS1, LKS2 and UKS2. This was formulated as a whole school exercise with all staff having an input and coming to an agreement.

Because we have mixed-age classes, we do the long-term planning on a rotation cycle. In this way we ensure that children have complete coverage of the National Curriculum but do not have to repeat topics.

Our lesson plans list specific learning objectives, resources and tasks. The class teacher keeps these individual plans.

We plan the topics in geography so that they build upon prior learning. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression, built into the long term plans and progression of skills and knowledge, we offer them an increasing level of challenge as they move up the school.

Assessment

Teachers complete an assessment of the pupils at the end of each unit.

Resources

An audit of current resources is carried out at the start of the summer term, allowing time for supplies for the following academic year to be ordered before the summer holidays. Most geography resources are kept in the central location of the PPA room. It is expected that staff use and 'put back' what they require for their unit, so that it is available for other team members to deliver their topics.

The Schools' Library Service should also be used to ensure the school is using the most recent, relevant and good quality texts and resources possible.

Enrichment Opportunities

It is expected that each class goes on at least one 'geography' trip each year. The Long-Term Plan suggests examples for this, which can be amended as appropriate. The Long Term Plan also suggests ideas for visitors to come into school. These ideas should be reviewed and amended as external suppliers change what they offer.

Fieldwork is integral to good geography teaching and we include as many opportunities as we can to involve the children in practical geographical research and enquiry.

Links to our Curriculum Intent:

Challenging

Each lesson begins with a 'question hook' that can be explored and finally answered by the end of the session. Pupils are exposed to locations, techniques and vocabulary across human and physical geography. As skills and knowledge are mapped out to allow for progression, opportunities to develop skills are provided, but this is extended each time to 'upskill' our pupils. The challenge can be adapted by the class teacher to ensure that all pupils are stretched in every lesson.

Language rich

Language is explored and defined throughout the units and teachers each have a 'Key Vocabulary' document and the daily lesson plans. These provide definitions of new words that are being introduced to the children. Pupils are expected to use the correct vocabulary during sessions and teachers and teaching assistants correct errors and model accurate terminology in every session.

Encouraging

As a school we aim to build resilience into our teaching and learning as many of our children struggle with not always being right; we have made it a key pillar of learning in our curriculum intent for Geography. Through step by step teaching and plenty of encouragement, pupils will learn to: try, practise new geography skills, share their knowledge and work in a team. All work is collected, celebrated and each topic will result in a class/school display.

Aspirational

Our Geography work is rooted in the topics chosen to steer the curriculum for our school. Each unit of work introduces new locations some of which contrast to our area of the Wirral, new vocabulary, new enquiry skills and new recording methods. The children learn to make comparisons, develop an argument and defend it to their peers in an academic way. Over time children will learn to apply this academic and rigorous analysis outside of their geography lessons.

Reflective

Geography sessions provide opportunities for pupils to self-evaluate their progress, knowledge and learning. They need only to compare their work to that they have done previously and consider how they have done their best. Pupils are reminded to consider how their new learning can help to make their school, community and world a better place.

Impact

Pupils will be happy, inquisitive, reflective, supportive and ambitious learners during their Geography sessions, proud to showcase their knowledge, skills and progress. Progression will be evident from teacher assessment, KWL grids and any other assessment tools that the class teacher chooses to use.

Monitoring will be ongoing throughout the school year. This will be achieved through designated staff meetings, where teachers share in a reflective manner how geography is being delivered and how well the children are moving through the progressive elements of the units. The Geography Subject Leader will then use the outcomes of these meetings to decide the next steps for the Geography action plan.

Links to KS1 from EYFS

Geography links directly to the 'Understanding the World' Early Learning Goals, 'The World' and 'People and Communities'. The Key Stage 1 Curriculum builds on the children's locational knowledge of their own environment by widening their geographical awareness. As the children compare places in the UK with a place outside of the UK they are building on their previous teaching and learning about their immediate location and family. The Human and Physical geography element of KS1 is a direct link to the UTW ELGs. During their time in Foundation the children will have learnt practical map making techniques which progress onto the Geographical Skills and Fieldwork element of KS1.

Appendices

Appendix 1: Whole school long term plan

Appendix 2: Map of skills and knowledge (KS1 & KS2)

Appendix 3: Progression of skills and knowledge – Cycle A

Appendix 4: Progression of skills and knowledge – Cycle B

Appendix 5: Why this topic? Why here?

Appendix 6: Key Vocabulary

Appendix 7: Example of Planning

Appendix 8: Assessment record sheet

Appendix 9: Resources

Appendix 10: Evidence base and expectations