

# Geography Policy

St Patrick's Catholic Voluntary Academy



<b>Approved by:</b>	Headteacher	<b>Date:</b> October 2023
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## Our Vision of Discipleship

We are a distinctive Catholic community, which lays strong foundations and values of lifelong learning. We believe we are made in the image of God and are special in his eyes. We will endeavor to ensure that school, parish and home, work as one. Saint Patrick's is a unique place of learning where all are motivated to be the best they can be. We embrace the inspirational challenge to nurture a Christ-centred curriculum.

Our approach is to take pride in developing outstanding teaching and learning by holding the highest expectations of all our pupils and knowing the children well. By focusing on what unites societies rather than our differences, we strive to create a culture of tolerance, equality and friendship not just among pupils but all members of society.

We will provide a place where everyone can flourish, feel safe and are valued. We aim to provide innovative learning opportunities in a forward-thinking environment, where all are prepared to embark on future challenges with excitement and confidence. The world of learning will embed qualities such as integrity, honesty, faith and truth.

All children are challenged to strive for academic, creative, sporting and personal accomplishment within a broad, vibrant and rich curriculum. Our students are given time to explore subjects and develop deep understanding.

Our commitment is to enable our children to be confident, autonomous learners by developing a range of key learning skills including resilience, independence, patience, perseverance and teamwork. We want our children to be prepared for life in modern Britain and the global society and we understand the challenges our children will face in the next phase of life's journey.

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## **1. Rational and Objectives**

At St Patrick's Catholic Voluntary Academy, we recognise Geography as the opportunity to develop a life-long curiosity of the world through teaching our children about diverse places, people and resources. This document reflects St Patrick's Catholic Voluntary Academy's values and philosophy in relation to the teaching and learning of Geography. It sets out a framework within which both teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment.

This policy should be read in conjunction with the Geography Content Subject Organiser which states the intended learning and End Points. This is used to create detailed medium-term plans and individual sessions.

Audience:

This document is intended for:

- All teaching staff and staff with classroom responsibilities.
- School governors.
- Parents
- LA Advisor/ Inspectors
- Inspection Teams.

Copies are provided for staff and governors, as well as published on the School Website.

Paper copies of all documents are available upon request from the School Office or from the Curriculum Lead.

## **2. Aims**

Geography is a National Curriculum foundation subject. Through a positive, caring environment, we provide the opportunity for every child to reach their full potential in the subject. We embrace Catholic values and encourage pupils in becoming conscientious members of the community. This policy identifies a framework within which all staff can work, and gives guidance on planning, teaching and assessment. Geography is an essential part of the National Curriculum and should be a high-quality education which inspires pupils to have a curiosity about the world and its people. Teaching geography should equip pupils with knowledge about diverse places, people and environments including the natural and physical world. Pupils should be given the opportunities to develop their geographical skills and become competent learners.

At St. Patrick's Catholic Voluntary Academy, we aspire to expand Geographical vocabulary, increase our children's knowledge and curiosity of the wider world and promote high aspirations.

It is our intention to develop a life-long curiosity of Geography through teaching our children about diverse places, people and resources. Through the study of natural and human environments, as well as physical and human processes, our desire is to provide our children with a sense of awe and wonder about the world they live in. We are committed to encouraging our children to be passionate about the environment around them and we want to encourage them to become responsible citizens who care about the future of our planet.

We develop geographical skills through the use of field work, cartography and virtual reality. So that children are able to discuss the impact on their own lives and how they live.

Our curriculum is design to provide our children with the subject specific language they need to describe, question and discuss the world, as well as their place in it. Our pupils are encouraged to recognise that they have a voice and to use it confidently to debate topics that they feel passionate about, for example, deforestation or renewable energy. We aim to produce well rounded individuals by providing our children with opportunities to expand their cultural capital and experiences of the world.

Our School aims for the Geography curriculum reflect those of the National Curriculum.

We aim for children to:

- Develop their geographical enquiry and skills.
- Have knowledge and understanding of places.
- Have knowledge and understanding of pattern and processes.
- Have knowledge and understanding of environmental change and sustainable development.

We aim to;

- ensure that all children see themselves as a geographer, no matter what age they are or what background they are from.
- enable children to make links between Geography and other subjects.
- make children aware of the many jobs relating to Geography and that they could have one of these jobs if they would like.
- ensure that children leaving Key Stage 2 are well equipped for secondary school with the Geography knowledge and skills that are required.

- encourage creative, critical thinking to analyse and articulate their own opinions on the world using geographical language.
- encourage our children to be independent learners, as well as team-working skills.
- ensure that children are aware of the health and safety needed in Geography when applicable.
- ensure all children communicate their own ideas through verbal and spoken language. Children are taught the skills and knowledge and then given the opportunity to use these skills in practice through producing individual and group pieces of work.
- enable children to know and understand how geography has been developed through centuries and how the most prominent geographers have shaped our history and the world we live in.
- explore employment linked to geography and whom reflect the cultural diversity of our school community.
- give children the opportunity to further their knowledge through access to high quality books and visits to local locations e.g. parks, museums and local environment.
- give the children the opportunity to express and communicate their individual interests, thoughts and ideas and contribute positively within and beyond our school community.

### **3. Health and Safety:**

See Whole School Policy on Health and Safety.

The Class Teacher throughout the learning of Geography should deal with the Health and Safety issues accordingly. This may mean introducing key points at the beginning of a Unit of Work, or, where appropriate, as an integral part of the introduction to a particular lesson. At any point, Health and Safety issues are clearly stated on Medium Term Plans, as well as within each individual lesson and these should be reinforced with the Class Teacher at the discretion of the Class Teacher.

### **4. Progression:**

In the Early Years, children experience Geography through Understanding of the World and through Maths. They will experience geography through focusing on the world around them. They will explore familiar routes and learn about direction. They will experience walks and use these walks to observing and explore the environment and the changes they see around them. The children in our Early Years have regular opportunities to engage in first hand experiences and will talk about their observations. The quality and variety of what the children see, hear and participate in are carefully considered as this is crucial for developing their understanding, self-expression, vocabulary and ability to communicate about the world. The children revisit with frequency, repetition, to enable a deepening of their experiences which are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Learning from the Early Years is built upon in Key Stage One and in Key Stage Two. Previous learning and geographical concepts are revisited before new learning occurs, to ensure misconceptions are addressed and that children are gaining a deeper understanding as they build upon their current knowledge with new knowledge. Learning is broken down into small steps to support this and reduce cognitive overload.

## **5. Content, delivery and curriculum organisation:**

### **Planning and delivering the curriculum**

#### **Implementation:**

At St. Patrick's Catholic Voluntary Academy, we have implemented a Geography curriculum that aims to enable all our children, regardless of background, ability or additional needs, to flourish and to develop key Geographical skills.

We teach the National Curriculum, supported by a clear skills and knowledge progression, as set out in our Geography Content Subject Organiser and End Point document. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. Our progressive curriculum helps children to revisit learning and make links. We are confident that our Early Years Foundation Stage curriculum provides a clear foundation upon which knowledge and skills are built.

Geography is taught as part of our two-year cycle for each Key Stage, with the exception of the Year 4/ 5 Class who have their own individual one-year cycle. We alternate our Geography and History topics each half term, ensuring that our children receive a well-rounded teaching of the humanities subjects throughout the year, on a weekly basis. The children also have additional opportunities to engage with geography activities throughout the school year. We celebrate effort, progress and achievement in geography through displays, exhibitions and enrichment activities, such as outings, topic afternoons and special assembly each year.

Our geography lessons are carefully planned and sequenced with appropriate adaptive teaching to allow all children to accomplish and achieve. Children record what they have learned comparative to their starting points at the end of every topic. Emphasis is placed on analytical thinking and questioning which helps children gain a coherent knowledge and understanding of place, scale, processes, inter-connections and sustainability of their immediate environment and the wider world. Throughout this study pupils learn to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. We have a whole school oracy focus which underpins our vocabulary-rich Geography curriculum.

At the heart of our Geography learning is an investigative subject and our curriculum gives the children the opportunity to develop their geographical knowledge, skills and understanding through the use of enquiry and fieldwork. Our topics are underpinned by an enquiry approach and we believe in the importance of igniting the children's interest in the subject by teaching geography in creative and meaningful ways and incorporating outdoor learning where ever possible. Educational visits provide unforgettable learning experiences outside of the classroom. We are proud to take our children to a variety of places that fuel their curiosity for geography.

### **Impact:**

Our approach to the teaching of Geography at St. Patrick's Catholic Voluntary Academy will result in engaging, high quality geographical education which provides children with an understanding of the world around them.

The impact of our Geography curriculum and the children's learning is measured in a variety of ways by the Subject Lead and the Senior Leadership Team through a triangulation of activities, which include: lesson observations, planning scrutinies, book looks, pupil voice, staff voice and expected subject content and progression.

By the end of the Geography curriculum at St. Patrick's Catholic Voluntary Academy, our children will:

- Have a growing knowledge of the world and their place in it.
- Have a wider vocabulary of Geographical terms.
- Aspire to discover more about the world, through reading, travel or the media.
- Know that they can use their voice to express themselves and their opinions.
- Develop their geographical skills, such as evaluation, creativity, problem solving and enquiry.

Through our carefully planned Geography curriculum, we aim to inspire an interest in the physical and human Geography, where children at our school understand the importance of looking after the world in which we live and the impact humans have on the world around them.

## **6. Curriculum Enrichment:**

We aim to develop and encourage the children's geographical skills through the use of field work, cartography and virtual reality. So that children are able to discuss the impact on their own lives and how they live.

Including offering suitable educational visits to sites outside of school to offer lived Geographical experiences where children can develop their Geographical skills, for example River measuring in Key Stage 2, as well as where possible having people in the field of conservation to speak to the children and exploring our local community and the world in which we live.

## **7. Classroom Organisation and Teaching Style:**

Class Teachers are responsible for their own class organization and teaching style in relation to Geography, whilst at the same time ensuring these, complement and reflect the overall aims and philosophy of the school.

In classes children are taught in a variety of ways, with an emphasis on adaptive teaching. This may be:

- Individually
- In groups to support one another, to encourage co-operation and effective learning together.
- As a class, where introductions, modelling and discussions are appropriate.

## **8. Inclusion:**

We are a fully inclusive school and activities are carefully planned and adapted according to the needs of our children. All children at St Patrick's Catholic Voluntary Academy are given equal opportunities in Geography, regardless of their gender, academic ability, Special Educational Need, social, cultural and linguistic background. All children participate in Geographical activities and experiences. Adaptive teaching is used to provide support and scaffold for children who may need this, as well as to stretch and challenge children. Wherever possible, suitable tools are provided after consultation with an Outside Agency e.g. Occupational Therapists and or Fusion advisors. To enable tasks to be adapted so that all children can participate with barriers to learning removed.

For gifted and talented pupils, teachers provide additional opportunities to take responsibility, develop leadership skills, think creatively, use and apply their Geographical talents for the good of the class or the wider community.



## **9. Gifted and Talented:**

The words “gifted” and “talented” can be used in many different ways. The Department for Education and Skills uses the following definitions:

**Gifted:** the top 5%-10% of pupils per school measured by actual or potential achievement in English, Maths, Science, History, Geography, Modern Foreign Languages, RE, ICT or Design and Technology.

**Talented:** the top 5%-10% of pupils per school measured by actual or potential achievement in the subjects of Art, Music, PE or the Performing Arts. However, one element of this description should be emphasized: it is the top 5%-10% of pupils, *per school, regardless of the overall ability profile of the pupils.*

## **How to identify the More Able in Geography:**

**Parent and Pupil Feedback:** a student might have interests outside of school that teachers are unaware of. Parents should be invited to communicate this information to teachers. Equally pupils should be encouraged to identify their own individual strengths and weaknesses.

**Teacher identification:** teachers are often best placed to identify which students are gifted or talented. They may also be aware of when students with gifted and talented potential are underachieving.

### **What support should More Able children be given?**

Once the More Able children have been identified, our school will begin a coherent and consistent provision strategy. This will usually involve a combination of the following methods of support.

**Enrichment:** when children are encouraged to go beyond the usual limits of a subject or topic. Enrichment activities might involve extra classroom exercises or more open-ended project work.

**Extension:** when children are given activities that develop higher order thinking skills and work practices. Extension activities help children to work with greater autonomy and self-discipline.

## **10. Records and Assessment**

Children record their work in an individual Geography books, and photographs are used in PicCollages to show what has been done if the lesson has been more practical or to capture end pieces. Medium term plans have a dedicated ‘wow’ moments section, for anything a child has said or done that has stood out as part of the Geography unit.

Children evaluate their own work and are encouraged to consider their work objectively. For this to happen it is important to have an open, supportive environment. Children are given opportunities for their work to be displayed within school. We assess the children’s work in Geography by making informal judgements as we

observe the children during lessons. Work is adapted as appropriate and children are provided with feedback which allows them to focus on the next steps in their learning in accordance to the School's Marking Policy and may be done verbally, in the moment marking or written feedback.

Evidence of work should be retained as a working record for the children. In Key Stage 1 and Key Stage 2, this should be in the form of an Geography Book. The Geography subject leader keeps evidence of the children's work across the school in a Subject Leader file, along with captured pupil voice. This demonstrates what the expected level of achievement is in Geography in each year of the school.

## **11. Roles and responsibilities**

### **11.1 The governing board**

The governing board will hold the headteacher to account for the implementation of this policy.

The governing board has delegated the approval of this policy to Mrs. S. McKeown, the headteacher.

### **11.2 The headteacher**

The headteacher is responsible for ensuring that Geography is taught consistently across the school.

### **11.3 Staff**

Staff are responsible for:

- › Delivering Geography in a factual, creative and inspiring way
- › Monitoring progress
- › Responding to the needs of individual pupils

## **The Role of the Geography Subject Leader**

- Supports colleagues in their teaching by keeping them informed about current developments in the subject.
- Provide a summary of the children's work and observe Geography lessons across the school.
- Plan CPD for staff.

- Monitor provision of the curriculum and resources across the whole school.
- Monitor the progress pupils have made pre and post teaching through assessment activities, not just assessing against the intended end points.
- Provide adequate resources for all classes which are catalogued, stored and replenished as required.

## 11.4 Pupils

Pupils are expected to engage fully in Geography, through lessons which are both interesting and inspiring.

## 12. Monitoring arrangements:

The impact of Geographical learning will be monitored by the Subject lead through a triangulation of activities, which include:

- lesson observations
- planning scrutinies
- book looks
- pupil voice
- staff voice
- expected subject content organisers and progression documents

## 13. Policy Monitoring and Review:

This policy is monitored by the Geography Leader. It is evaluated and reviewed by the whole staff and Governors annually to ensure that it continues to meet the needs of the children, staff and parents, and that it is in line with current DfE advice and guidance.

## 14. Links with other policies

This policy links particularly to the following policies and procedures:

- Geography Content Subject Organiser and End Point Document.
- SEND Policy.
- Marking Policy
- Health and Safety Policy

September 2024.