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# St. Mary's CE Academy

'Excellence through faith & learning'



# Geography Policy

*"I have come that they may have life,  
and have it to the full."*

**John 10:10**

**Reviewed: Spring 2020  
Approved by Governors: Summer 2020  
Date of next review: Summer 2022**



## **1. INTENT**

### **Our School Vision & Vision for Geography**

At St Mary's Church of England Academy, we aim to provide a caring environment where every child can thrive and is supported to achieve their unique & amazing potential as a child of God. Our high standards of teaching and personalised learning are set within a broad, balanced and creative curriculum – a curriculum which is intended to prepare our learners to make a positive contribution towards society and enjoy future success.

### **Our Vision for teaching Geography is:**

- To stimulate children's interest in their surroundings and develop a knowledge and understanding of the physical and human processes which shape places.
- To increase children's knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country.
- To provide learning opportunities that enthuse, engage, and motivate children to learn and foster a sense of curiosity and wonder at the beauty of the world around them.
- To encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means.
- To make sense of their own surroundings through learning about their own locality and the interaction between people and the environment.
- To develop geographical skills, including how to use, draw and interpret maps of different scales, and the vocabulary necessary to carry out effective geographical enquiry.
- To be able to apply map reading skills to globes, atlases and maps and identify geographical features.
- To formulate appropriate questions, develop research skills and evaluate material to inform opinions.
- To enable children to work geographically in a range of appropriate contexts, using a variety of materials, resources (including ICT), fieldwork, sources and equipment.

## **2. IMPLEMENTATION**

**Our Aims for Geography** -taken from the National Curriculum 2014.

The overarching aim for Geography in the National Curriculum is 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.

**Foundation stage** pupils should be taught Geography skills in accordance with the 2019 EYFS framework. Geography makes a significant contribution to the ELG (Early Learning Goal) objectives of developing a child's knowledge and understanding of the world. In addition to this, the school's Geography progression document states that FS pupils should be taught:

- To make sense of their physical world and their community through opportunities to explore, observe and find out about people, places and the environment
- To learn about people and communities- know about similarities and differences between themselves and others, and among families, communities and traditions
- To learn that other children do not always enjoy the same things and learn to be sensitive to this
- To know about similarities and differences in relation to places, objects, materials and living things
- To talk about the features of their own immediate environment and how environments might vary from one another
- To make observations about animals and plants, explain why some things occur and talk about changes

The National Curriculum prescribes what **Key Stage 1** pupils should be taught. In addition to this, through the school's Geography progression document KS1 pupils should be taught:

- To develop knowledge about the world, the United Kingdom and their locality.
- To understand basic subject-specific vocabulary relating to human and physical geography
- To begin to use geographical skills, including first-hand observation, to enhance their locational awareness

The National Curriculum prescribes what **Key Stage 2** pupils should be taught. In addition to this, through the school's Geography progression document KS2 pupils should be taught:

- To extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.
- To study about the location and characteristics of a range of the world's most significant human and physical features.
- To develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

**\*Please see the linked Geography progression planning grid for specific objectives taught in each year group**

### **3. PLANNING AND TEACHING**

Long, medium and short term planning for Geography is linked to the Geography progression plan for each year group.

The progression document links details and ideas for the teaching of national curriculum objectives for geography to specific topics for each year group. It also aims to show progression of key skills e.g. map reading skills throughout the primary learning journey.

### **4. Learning curriculum**

Geography has strong links to the teaching of other curriculum areas. The curriculum can promote learning across the curriculum in a number of areas such as spiritual, moral, social and cultural development, key skills and thinking skills. Geography makes a significant contribution to the teaching of English because it actively promotes the skills of reading, writing, speaking and listening. Geography contributes

to the teaching of mathematics in a variety of ways. The children study space, scale and distance and they learn how to use four and six figure grid references. They also use graphs to explore, analyse and illustrate a variety of data. Children use ICT in geography to enhance their skills in data handling and in presenting written work. They research information through the internet using safe search. Bee-Bots (small programmable robots) are used for direction and mapping work in the EYFS and KS1. Geography and global learning also have strong links to PSHE and P4C (Philosophy for Children).

## **5. Fieldwork**

Fieldwork is integral to effective geography teaching and we include as many opportunities as we can to involve children in practical geographical research and enquiry. All children carry out an investigation into the local environment in KS1 and Y3. We aim to provide opportunities to observe and record information around the school site and the local area linked to key areas studied e.g. Rivers study in Y5 and Mountains in Y3.

## **6. Assessment and recording**

Both formative and summative assessments are used. We assess children's work in geography by making informal observations as we question and monitor the learning of the children during lessons. Once the children complete a piece of work we mark and comment as necessary. This information then informs planning. The progress of an individual pupil in this area of the curriculum is reported at the end of the academic year including the level of attainment. At Key Stage 1 and 2, pupils are required to show their progression of geography learning in their topic books.

Progression and achievement is tracked against learning objectives.

Photographic records of activities including fieldwork will also be kept by the classroom teacher and reviewed by the subject leader/included in a portfolio of work.

## **7. The subject leader**

The school's appointed subject leader will oversee the continuity of the subject and the progression of teaching and learning for geography within annual and medium-term plans. They will monitor the planning, quality of teaching and the standard of work produced.

Evidence will be kept from year to year. The subject leader will offer support to colleagues and share their expertise and experience. They will encourage staff and pupils to be creative and advise teachers on teaching methods/resources they may wish to explore.

## **8. Resources**

Geography resources are kept in the staffroom/resource area and monitored by the subject leader.

## **9. Displays**

The school promotes the displaying of topic/creative curriculum/geography in classrooms and corridors. Displays can inspire children, convey standards and promote high expectations. We use displays to celebrate achievement and support teaching and learning.

Displays should communicate ideas, stimulate, interest, celebrate children's work, reflect the ethos of the school and respond to the children's interests.

## **10. Equal opportunities**

Equal opportunities are addressed in the whole school Equality Policy and care is taken in geography lessons to ensure that all pupils are provided with opportunities to experience the full range of activities on offer.