



SACRED HEART
CATHOLIC PRIMARY
SCHOOL & NURSERY

Geography Policy

This is our school.

Together we worship; Together we learn; Together we belong.

With the love of God, our dreams and ambitions come true



September 2023

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Policy Status: Statutory Policy

Awaiting approval by Governing

Body October 2023

Review Cycle: 18months or as required

Next Review Date: January 2025



At Sacred Heart Catholic Primary School & Nursery we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected.

Mission Statement

**‘Together we worship, Together we learn,
Together we belong – with the love of God...
our dreams and ambitions come true.’**

Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed. Together we take pride in making a positive contribution to our school and the wider community.

This policy should be referred to in conjunction with the curriculum, assessment and teaching and learning policies.

SAFEGUARDING STATEMENT

“Sacred Heart Catholic Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment”.



Geography is a valued part of the curriculum at Sacred Heart Catholic Primary School & Nursery as it provides a means of exploring, appreciating and understanding the world in which we live and how it has evolved. Geography explores the relationship between the Earth and its people.

Geography stimulates curiosity and imagination and we aim to build upon the child's 'personal geography' by developing geographical skills, understanding and knowledge through studying places and themes.

Geography Intent

At Sacred Heart Catholic Primary School we aim to provide our children with a geography education that prepares them to leave Sacred Heart as inquisitive, resilient, empathetic citizens ready for the next learning phase. Children who are ambitious and recognise the positive impact that geography has in every aspect of daily life and how they can use Geography or go on to have a successful career. We will ensure our children are proud of who they are, are secure in their understanding and know how what they can achieve through developing their geographic knowledge and skills.

Our geography curriculum will provide a platform for our children to work independently and collaborate with their peers, exploring a range of environments and localities. It will encourage our children to respect their own local area here in Liverpool – the city, the docks, the Mersey River and Crosby beach as well as exploring the wider world - through high quality teaching and learning experiences, both in and out of the classroom. This foundation will ensure our children develop their understanding of the interaction between the human and physical aspects of geography. We will ensure that every pupil will make excellent progress within Geography.

High expectations underpin our children's learning. Promoting the development of their geographic skills, language and vocabulary will strengthen their learning and allow children to explore at a deeper level, articulate their learning and to develop their geography subject knowledge through the application and refinement of a wide range of enquiry, fieldwork and map work skills.

Our Kapow Primary's Geography curriculum is designed to:

- Develop children's geographic knowledge and skills.
- Develop inquisitive individuals who collaborate and co-operate and can solve problems, seeing failure as an opportunity to learn.
- Develop pupils who care about and respect the world around them.
- Ensure pupils have high aspirations and develop a love of geography.
- Develop children to be proud of who they are and what they do and their local area.
- Give equal opportunities – removing barriers to learning in geography, regardless of starting points.
- Kapow Primary's Geography scheme of work aims to inspire pupils to become curious and explorative thinkers with a diverse knowledge of the world; in other words, to think like a geographer. We want pupils to develop the confidence to question and observe places, measure and

record necessary data in various ways, and analyse and present their findings. Through our scheme

- of work, we aim to build an awareness of how Geography shapes our lives at multiple scales and over time. We hope to encourage pupils to become resourceful, active citizens who will have the skills to contribute to and improve the world around them.

Our curriculum encourages:

- A strong focus on developing both geographical skills and knowledge.
- Critical thinking, with the ability to ask perceptive questions and explain and analyse evidence.
- The development of fieldwork skills across each year group.
- A deep interest and knowledge of pupils' locality and how it differs from other areas of the world.
- A growing understanding of geographical concepts, terms and vocabulary.
- It enables pupils to meet the end of key stage attainment targets in the National curriculum. The aims also align with those in the National curriculum. For EYFS, the activities allow pupils to work towards the 'Understanding the world' Development matters statements and Early learning goals, while also covering foundational knowledge that will support them in their further geography learning in Key stage 1.

Implementation of Geography

The National curriculum organises the Geography attainment targets under four subheadings or strands:

- Locational knowledge
- Place knowledge
- Human and physical geography
- Geographical skills and fieldwork

Our Geography scheme has a clear progression of skills and knowledge within these four strands across each year group. Our Progression of skills and knowledge shows the skills taught within each year group and how these develop to ensure that attainment targets are securely met by the end of each key stage. Geographical key concepts are woven across all units rather than being taught discretely as seen in the Progression of key geographical concepts.

Our National curriculum coverage document shows which of our units cover each of the National curriculum attainment targets as well as each of the four strands in Key stage 1 and 2. The document also reflects which Development matters statements and Early learning goals are met in each activity within the EYFS units.

The scheme is a spiral curriculum, with essential knowledge and skills revisited with increasing complexity, allowing pupils to revise and build on their previous learning.

Locational knowledge, in particular, will be reviewed in each unit to coincide with our belief that this will consolidate children's understanding of key concepts, such as scale and place, in Geography.

The two EYFS units provide a solid foundation of geographical skills, knowledge and enquiry for children to transition successfully onto Key stage 1 Geography learning, whilst also working towards the Development matters statements and Early Learning Goals. These units consist of a mixture of adult-led and child-initiated activities which can be selected by the teacher to fit in with Reception class themes or topics.

Cross-curricular links are included throughout each unit, allowing children to make connections and apply their Geography skills to other areas of learning. Our enquiry questions form the basis for our Key stage 1 and 2 units, meaning that pupils gain a solid understanding of geographical knowledge and skills by applying them to answer enquiry questions. We have designed these questions to be open-ended with no preconceived answers and therefore they are genuinely purposeful and engage pupils in generating a real change. In attempting to answer them, children learn how to collect, interpret and represent data using geographical methodologies and make informed decisions by applying their geographical knowledge.

Each unit contains elements of geographical skills and fieldwork to ensure that fieldwork skills are practised as often as possible. The units follow an enquiry cycle that maps out the fieldwork process of question, observe, measure, record, and present, to reflect the elements mentioned in the National curriculum. This ensures children will learn how to decide on an area of enquiry, plan to measure data using a range of methods, capture the data and present it to a range of appropriate stakeholders in various formats.

Fieldwork includes smaller opportunities on the school grounds to larger-scale visits to investigate physical and human features. Developing fieldwork skills within the school environment and revisiting them in multiple units enables pupils to consolidate their understanding of various methods. It also gives children the confidence to evaluate methodologies without always having to leave the school grounds and do so within the confines of a familiar place. This makes fieldwork regular and accessible while giving children a thorough understanding of their locality, providing a solid foundation when comparing it with other places.

Lessons incorporate various teaching strategies from independent tasks to paired and group work, including practical hands-on, computer-based and collaborative tasks. This variety means that lessons are engaging and appeal to those with a variety of learning styles. Each lesson provides guidance for teachers on how to adapt their teaching to ensure that all pupils can access learning, and opportunities to stretch pupils' learning are also available if required. Knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary.

We ensure that Geography is timetabled as a half termly focus each term, but the Geographical concepts, knowledge and skills will be covered where there are natural links within other subjects such as History, Science etc. We will complete regular audits of pupil and staff voice to continuously develop our learning.

Impact

An enquiry-based approach to learning will allow each class teacher to assess children against the National curriculum expectations for Geography. The impact of Geography scheme can be constantly monitored through both formative and summative assessment opportunities.

Each lesson includes assessment opportunities for teachers to assess children against the learning objectives. Furthermore, each unit has a unit quiz and knowledge catcher, which is used at the end of the unit to assess children's understanding. Opportunities for children to present their findings using their geographical skills will also form part of the assessment process in each unit. Our children should leave school equipped with a range of skills and knowledge to enable them to study Geography with confidence at Key stage 3. We hope to shape children into curious and inspired geographers with respect and appreciation for the world around them alongside an understanding of the interconnection between the human and the physical.

The expected impact is that children will:

- Compare and contrast human and physical features to describe and understand similarities and differences between various places in the UK, Europe and the Americas.
 - Name, locate and understand where and why the physical elements of our world are located and how they interact, including processes over time relating to climate, biomes, natural disasters and the water cycle.
 - Understand how humans use the land for economic and trading purposes, including how the distribution of natural resources has shaped this.
 - Develop an appreciation for how humans are impacted by and have evolved around the physical geography surrounding them and how humans have had an impact on the environment, both positive and negative.
 - Develop a sense of location and place around the UK and some areas of the wider world using the eight-points of a compass, four and six-figure grid references, symbols and keys on maps, globes, atlases, aerial photographs and digital mapping.
 - Identify and understand how various elements of our globe create positioning, including latitude, longitude, the hemispheres, the tropics and how time zones work, including night and day.
 - Present and answer their own geographical enquiries using planned and specifically chosen methodologies, collected data and digital technologies.
 - Meet the 'Understanding the World' Early Learning Goals at the end of EYFS, and the end of key stage expectations outlined in the National curriculum for Geography by the end of Year 2 and Year 6.
- At the end of each term our children's work will be monitored and moderated to assess each child's progress and learning.

Principles.

Geography aims:

The national curriculum for Geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to collect;
 - analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

The national curriculum for Geography aims to ensure that all pupils by the end of each key stage, know, can apply and understand the matters, skills and processes specified in the relevant programmes of study.

The teaching of Geography encompasses the acquisition of four key areas of learning:

- place knowledge
- locational knowledge
- human and physical geography
- geographical skills and field work.

EYFS.

The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Reception to match the programme of study for geography.

Throughout the 2023/24 academic year EYFS will try the KAPOW Geography activities as they become available.

Geography		
Reception	Understanding the World	Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Recognise some environments that are different to the one in which they live.
ELG	Understanding the World	People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.
		The Natural World Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons.

Key Stage 1.

Location knowledge.

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

Place knowledge.

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.

Human and physical geography.

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

Geographical skills and fieldwork.

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Key Stage 2.

Pupils should be taught about:

Location knowledge.

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge.

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Human and physical geography.

- describe and understand key aspects of:

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

How the curriculum will be delivered.

Delivery of units will be planned using the Kapow Geography scheme of work. It will be delivered as discrete lessons and also linked across all subject areas as learning opportunities arise. According to theme, age range and abilities involved. There will be a combination of;

- linked curricular work and subject specific activities;
- group work;
- individual work;
- class visits to geographical sites;
- visitors and outside agencies.

Resources to support work include;

- documents and archive material;
- video/DVD/audio material;
- ICT software and websites;
- posters, paintings and photographs;
- newspapers; library books and project loans.

Knowledge organisers will also be used to support learning. The knowledge organisers will be used to quiz the children regularly about the key vocabulary and their key understanding about what they are studying.

Geography working walls will also be used to support children's learning. The working walls will contain;

- Prior learning from previous year groups
- Key Vocabulary with explanations
- Map of the world – clearly labelled with Continents and Oceans.
- Area of focus – map that is labelled with physical and human features.
- Children's work

Wherever possible, pupils will take part in visits to sites of geographical interest as indicated by the experiential learning plan for the school year.

The learning objectives for the units of work cover knowledge and understanding, subject specific skills and key skills. In this way, in addition to teaching the specific aspects of the curricular area, teachers use the subject as a vehicle for reinforcing work in English, Mathematics and ICT whilst developing opportunities for key aspects of learning such as speaking and listening, problem solving and collaboration.

The contribution of Geography to other subjects.

English.

Geography makes a significant contribution to the teaching of English because it actively promotes the skills of reading, writing, speaking and listening. We ensure that some of the texts that we use in the English are geographical in nature.

Mathematics.

Geography contributes to the teaching of Mathematics in a variety of ways. We teach the children how to represent objects on maps. The children study directions and positional language. They also use graphs to explore and illustrate a variety of data.

Religious Education.

Within each unit of study there will be an objective relating to religious education. The children will have the opportunity to reflect on the impact of human and physical geography on God's creation.

Computing.

Children use computing in Geography to enhance their skills in data handling and in presenting written work; they research information through the Internet, CD-ROMs and the interactive white board.

Personal, Social and Health Education (PSHE) and Citizenship.

Geography contributes significantly to the teaching of PSHE and Citizenship. Firstly, the subject lends itself to raising matters of citizenship and social welfare. For example, children study the way people re-cycle material and how environments are changed for better or worse. Secondly, the nature of the subject means that children have the opportunity to take part in debates and discussions. Through teaching about contrasting localities, we enable the children to learn about inequality and injustice in the world. We help children to develop their knowledge and understanding of different cultures.

Assessment.

Children have specific objectives which the progressively planned units are planned against ensuring a spiral schema. These are focused on the KPI's for Geography. Teachers use these objectives to assess children's disciplinary and substantive knowledge. This assessment will then feed into the schools online assessment system on Sonar where children will be assessed against 4 criteria; working below; working towards; working at and working above expectations. Teachers will judge which description best fits the pupil's performance. Assessments are tracked so that progress and attainment can be reviewed and acted upon throughout the year. This information also informs the termly Leadership report written by the Geography Co-ordinator each term and is shared with governors. The key areas of assessment in Geography are focused on; place knowledge, locational knowledge, human and physical geography and geographical skills and field work.

Before the children begin a geography topic they will create a mind map of what they already know. This will help inform the teacher's planning by helping teachers to target teach groups and individuals. These pre learning tasks will also give the children the chance to think about what they would like to learn or investigate during the topic. This will then form the basis for their own home learning projects. They can investigate, research and record their question in any way they like and then they will be given the opportunity to present their findings to the rest of the class. At the end of a geography topic, the children will complete a post learning challenge which will guide the teacher's assessments. They will also go back to the mind map and complete what they know after the topic.

Inclusion.

To ensure all pupils, irrespective of ability, disability, gender, race, culture or creed, make progress in geography; Staff provide appropriate ways for pupils to access different ideas by;

- amending the scale of information to be accessed;
- increasing the level of support;
- using different/relevant resources such as ICT aids; scaffold use of additional adults.

Staff are encouraged to challenge the children who can work at a greater depth by;

- expecting them to interrogate more demanding sources;
- expecting them to work with greater independence;

- raising expectations about how they might communicate their ideas.

Health and Safety.

Staff follow sound classroom practice to ensure safety in lessons. Risk assessments are carried out when pupils are to be taken off school premises to undertake visits. For further information please refer to the Health and Safety policy, the Risk Assessment file and Educational visits file, all of which are kept in the Head teacher's Office.

Monitoring and Evaluation.

It is the responsibility of the Subject Leader to monitor this policy in practice with the support of the Management Team. Learning and teaching will be monitored by;

- scrutiny of medium term and short term planning;
- scrutiny of pupils' work;
- pupil interviews;
- lesson observations;
- appropriateness and range of resources.

Following any curriculum monitoring a Review Statement is added to the action plan which contributes to the review of the current year's School Development Plan and informs the SDP of the forthcoming year.

The policy will be reviewed every 18 months or sooner if required, as part of the school's monitoring cycle of curricular areas. It will be reviewed in the light of outcomes from the above monitoring and evaluation, advice and guidance from the LA and DFE