

SACRED HEART CATHOLIC PRIMARY SCHOOL & NURSERY



Geography Policy

“Geography is a subject which holds the key to our future.”

Michael Palin

Written June 2020

To be reviewed June 2022

At Sacred Heart Catholic Primary School & Nursery, we strive to develop the whole person. We believe that each person is a unique individual with a God given dignity. All of our children are entitled to be given opportunities to reach their full potential therefore we must provide for them an education which will enable them to be personally fulfilled and to become socially, morally, emotionally, intellectually, spiritually and culturally integrated members of society. In order to achieve this we will work together through relationships, curriculum, environment and worship. The Gospel Values will be at the heart of our rich, broad and balanced curriculum. We will provide a Geography curriculum that is fun, exciting, challenging, dynamic and relevant to our children. All staff will strive to develop a sense of pride and self-belief, enable the children to accept themselves and others, and providing them with the opportunity to enhance their communication skills.

Rationale:

Geography is a valued part of the curriculum, providing a purposeful means for 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 through the study of place, space and environment. Geography is concerned with pupils learning about their own locality, whilst becoming aware of and developing knowledge and understanding of the world beyond their own environment.

Geography encourages children to learn through experience, particularly through practical and fieldwork activities. We believe it is important to build a geographical curriculum that endorses the importance for outdoor learning to build a curiosity for learning to help them to know more, remember more and understand more.

The strands in Geography are:

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

Aims:

The core curriculum for geography aims:

- To inspire in pupils about the world and its people that will remain with them for the rest of their lives.
- To provide pupils with knowledge about diverse places, people, resources and natural and human environments.

- To develop a growing knowledge about the world to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.
- To obtain Geographical knowledge, understanding and skills.
- To enable children to learn and explain how the Earth's features at different scales are shaped, interconnected and change over time.

Teaching and Learning:

Within the Early Years Foundation Stage, geography is included as part of Understanding the World. The children learn to investigate similarities and differences, the local environment and cultures and beliefs, fostering the skills essential to developing historical understanding. This is set out in the early year's curriculum as children needing to:

- observe, find out about, and identify features in the place they live and the natural world;
- Begin to know about their own cultures and beliefs and those of other people;
- Find out about their environment, and talk about those features they like and dislike.

Within Key Stage 1, pupils investigate their local area and a contrasting area in the United Kingdom or abroad, finding out about the environment in both areas and the people who live there. They also begin to learn about the wider world. They carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions about people, places and environments, and use geographical skills and resources, such as maps and photographs.

Within Key Stage 2, pupils investigate a variety of people, places and environments in the United Kingdom and abroad, and start to make links between different places in the world. They find out how people affect the environment and how they are affected by it. Pupils carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions, and use geographical skills and resources. Children will develop geographical enquiry skills, including asking geographical questions, collecting and recording information and identifying different views. They will acquire the appropriate practical skills associated with Geography, including using suitable vocabulary, fieldwork techniques and maps, plans and atlases. Pupils will use secondary sources of information with accuracy, including aerial photographs, satellite images, etc.

Curriculum organisation:

At Sacred Heart Catholic Primary School and Nursery, Geography is delivered within a whole school approach which includes:

1. Discrete curriculum time;

2. Teaching through and in other subjects/curriculum/themes;
3. Additional enrichment opportunities and celebrations.

We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and we build planned progression into the scheme of work so that the children are increasingly challenged as they move up through the school.

The Geography subject leader develops planning overviews, outlining, amongst other things, key learning, key vocabulary, outcomes and National Curriculum coverage. Teachers then use this to populate their own Medium Term Planning.

Equal Opportunities /SEND:

We are an inclusive school and as such all children including SEND have an entitlement to access the Geography curriculum. All children will be given the opportunity to participate in all activities regardless of gender, race or ability. We promote the values of a multicultural society where everyone is valued, irrespective of ability, race, gender, age, faith, sexual orientation, or disability. Children who have CCPs will have this taken into account within lessons.

Assessment and Recording:

Assessments are made through teacher observation and work recorded in books and on Seesaw, and progress is reported to parents on parent's evenings and in annual school reports. Progress and attainment are recorded termly on Otrack. In the Foundation Stage formal assessments are submitted annually to the LEA and the profiles continually track pupil progress.

Monitoring and Review

The governing body's standards committee and School Improvement Partner are responsible for monitoring the way in which the school curriculum is implemented. The Curriculum Leader is responsible for the monitoring and reviewing of all curriculum planning and ensuring all subject leaders and teachers receive relevant, high quality CPD opportunities

Signed _____

June 2020