



 St Anne's Catholic Primary School

# Geography Policy 2021

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# St Anne's Catholic Primary School

## Geography Policy Document



At St Anne's Catholic Primary School, we believe that high-quality geography education is linked to each child's experiences, abilities, interests and helps pupils make sense of their surroundings and the world as a whole. Geography teaching helps pupils to recognise, identify, respond, observe, express ideas, deepen understanding, explain links and make conclusions and judgments in relation to place and locational knowledge, human and physical Geography and Geographical skills and fieldwork.

### **The National Curriculum Purpose of Study for Geography**

"A high-quality geography education should 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."

### **Our Curriculum Aims**

- To give each child the opportunity to study their local and global surroundings and environment and how these can be affected by physical and human conditions and processes.
- To give children opportunities to identify similarities and differences between diverse places, people, environments, climates and landmasses and to respect other people's beliefs, attitudes and values.
- To encourage enquiry through fieldwork, practical activities, exploration and discussion.
- To develop, understand and accurately use Geographical vocabulary.
- To give children opportunities to develop the following geographical skills:
  - Collect, analyse and communicate data collected through fieldwork.
  - Interpret Geographical information from a variety of sources.

- Communicate geographical information in a variety of ways.
  - Recognise, observe, identify and name using accurate Geographical language, describe, give reasons, explain and make links, respond, explore, deepen understanding, enquire, hypothesise and draw conclusions.
- To develop a caring attitude to their environment and the earth as a whole, thus developing a sense of responsibility as eco-citizens, for the care of the earth and the people that inhabit it.

### **The Teaching of Geography in Key Stage One and Two**



At St Anne's we follow the knowledge-rich 'Voyagers' programme of study to support the teaching of Geography. 'Voyagers' follows the National Curriculum and ensures that Key Stage One and Two are taught the locational knowledge, place knowledge, human and physical Geography and Geographical skills and fieldwork that is necessary in order to help pupils reach their potential. 'Voyagers' units are carefully adapted by teachers to ensure the best possible outcome for our pupils.

Our progression map for geography describes the knowledge, skills and understanding that pupils need to acquire in order to develop. In order for the teaching of Geography to be an effective and worthwhile process, we at St. Anne's use both the progression map and programme of study simultaneously when planning for pupils.

In order to support children's Geographical development and helping our pupils to know and remember more, our teaching includes scaffolding with knowledge organisers, use of high-quality secondary sources including maps, globes, atlases and photographs, appropriate fieldwork opportunities - both in the local area and beyond, and carefully selected technology where this serves to enhance their learning. We also encourage children to ask as well as answer geographical questions. At St Anne's Catholic Primary School children are given opportunities to take part in role-play, discussions and present reports to audiences. Wherever possible, we involve the children in 'real' geographical activities, e.g. the development of our school landscape.

### **The Teaching of Geography in Foundation Stage**

In Nursery and Reception, Geography is taught as an integral part of topic work covered throughout the year. In the Foundation Stage children develop their Understanding of the World as they investigate their local environment and the world they live in.

By the end of their time in Foundation stage, most children will:

- know about similarities and differences in relation to places, objects, materials and living things.
- Talk about the features of their own immediate environment and how environments might vary from one another.
- Make observations of animals and plants and explain why some things occur, and talk about changes.



### **Educational visits, community links, fieldwork & enhancements**

Where appropriate we aim to make use of the immediate locality to reinforce our teaching of Geography. At times visits will be made to places of interest further afield. The use of site visits brings the topic alive for children and gives them better understanding of what they have been taught. At St Anne's we aim for each class to undertake at least one fieldwork or enhancement opportunity per topic of study.

Geography at St Anne's Catholic Primary School contributes to the community by promoting the study and understanding of local sites, including the direct locality of the school. This is in order for children to have an understanding of their local area; to develop a sense of pride in their environment which encourages them to protect living things and developing their understanding of their local ecology.

Children have access to an orienteering course within the school grounds and staff are encouraged to use this annually, either as part of their topic of study or as a standalone lesson.



## Cross curricular links

At St Anne's, we enhance our Geography curriculum through all of our other subjects by using a topic-based approach. This includes links to English, Maths, Computing, History, Drama, Art, Music, Design Technology, PE, Science, PSHE and MFL in addition to discrete Geography lessons.

## Equal opportunities

At St. Anne's we believe that all tasks and activities relating to Geography should be available to all pupils. Mutual respect and tolerance for all cultures will be promoted through the study of Geography and stereotypes should be challenged.

## Inclusion and differentiation

All children have regular access to geography appropriate to their stage of development. Challenge for all is integral part of our teaching and we aim to encourage all pupils to reach their full potential through the provision of varied opportunities. Work is differentiated to aid children's learning and scaffolded through the use of Knowledge Organisers. More-able children are given open-ended tasks, opportunities for further research and more challenging studies. We recognise that our curriculum planning must allow pupils to gain a progressively deeper understanding and competency as they move through our school and develop how much more they know and remember.



## British and World Values

At St Anne's, the Geography curriculum promotes British and World Values and ensures that learners understand that certain values traditionally underpin British society. The teaching of Geography in our school promotes cohesiveness, respect, tolerance and democracy within our school, the local community and within an increasingly diverse Britain. By promoting these values, St Anne's aims to ensure that all pupils are good citizens of the United Kingdom and the world beyond.



## **COVID-19**

At St Anne's Catholic Primary School, we follow the guidelines set out in our COVID-19 risk assessment including that children seated are in rows, regularly wash their hands and classrooms are well ventilated. During any Government imposed school closures we teach a full curriculum via the Seesaw app which is set by the class teacher. Work submitted is followed up with comments, clarification and next steps as appropriate by the class teacher, a teaching assistant or Geography lead. The children of key workers/vulnerable children attending school receive a mirrored curriculum to the sessions shared online and any missed learning by pupils is identified and taught on the reopening of school.

### **Assessment**

The class teacher continually assesses children through observation when they are working individually or in groups, questioning, discussing and listening in order to check the impact of their teaching, which then allows staff to adapt and respond. Written work and other materials produced by the children are also assessed after discussion between teacher and pupil.

Pupils work overall is assessed at the end of each topic which is used to inform future teaching and learning opportunities. The information is also shared with the subject lead who assesses trends, highlights those who may require additional support or who are consistently performing above the expected standard and report information to Governors.

### **Monitoring and evaluating**

To monitor and evaluate Geography the subject Lead:

- Undertakes work and planning evaluations and feeds back to staff
- Observes lessons and participates in learning walks
- Has 'pupil voice' meetings with children across the school
- Monitors long and medium-term planning
- Reviews resource provision
- Works co-operatively with the SENCO
- Discusses regularly with the Headteacher and the Geography governor, the progress with implementing this policy within the school

The schools marking policy is followed and the marking code is displayed on the front of all the children's books. At St Anne's we aim to ensure that children's learning opportunities are always maximised through next step marking. Children respond to the marking either through discussion or in writing. Some evidence may also be annotated photographs, on classroom displays or Seesaw. The children's progression is monitored through teacher data as well as cohort data collated by the subject lead. Curricular development is linked to the School Improvement Plan and Geography Action Plan.

## Education for sustainable development

Maintaining and improving the quality of life for ourselves, those around us and those in the wider world is of key importance in becoming a geographer. It is important that the natural environment is also safeguarded for generations to come. Sustainable development takes into consideration social, economic and environmental aspects of change. Teaching and learning will also include opportunities to consider these aspects of sustainable development:

- People, places and environments are both independent and interdependent.
- We are all responsible for our environment.
- How our actions can affect the environment for people in the future.
- We, our school, our locality and our country benefit from cultural diversity. People everywhere also share basic needs, such as food, water, shelter, warmth.
- Some resources are finite and should therefore be used carefully.
- The different views that people have about places, environments and cultures should be respected.



K. Feeney 2021