

English Martyrs' Catholic Primary School



Geography Policy

Our Mission

Our children are all unique, beautiful **individuals** but together we are a **masterpiece**, brothers and sisters in **Christ**.

As witnesses of Christ, working together as a **Team**, we strive to promote the **Gospel Values** and Teachings of Jesus by providing a **caring, stimulating environment**, with **nurture, trust, love** and **tolerance** through our spirituality, learning and play. By making connections with Jesus, we promote **high ambitions** and **confidence** to achieve our goals.

Geography is an essential part of the curriculum, 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 through the study of place, space and environment. It contributes to the cultural, social, spiritual and moral life of children as they acquire knowledge of a range of different cultures and traditions, and learn tolerance and understanding of other people and environments. Geography is the subject in which pupils learn the skills of understanding a locality and how and where people fit into its overall structure. Developing geographical skills is essential as children live in a world that is wide open to them. With opportunities to travel and work in different cities and countries across the world, pupils need to use efficiently maps, charts and other geographical data. The opportunities for the children to carry out geographical enquiry are also of value.

The teaching of Geography would be difficult without acknowledging the future of our planet. The Geography Curriculum places great importance on the interaction between the physical and the human environment. Many areas of study give opportunities to make children aware of these effects upon their surroundings, their own responsibilities and how they can contribute to improving the environment, however small that contribution might be.

Intent

At English Martyrs' Catholic Primary School, we strive to be a caring, sharing and friendly school by treating every stakeholder as equals regardless of creed, background or social standing. Within our curriculum, we ensure all children are prepared for life, with the skills they need to achieve, aspire and accomplish; meeting every child's potential and their needs. At English Martyrs' this includes meeting the needs of a very mixed community representing a broad range of socio-economic circumstances: a significant proportion of children with high needs and are disadvantaged; children living in high social deprivation, asylum seekers, vulnerable children and families who seek security and safety in our school family.

Our **Intent** for the core curriculum in Geography is to ensure that all pupils:

- ...providing exciting opportunities for children to explore Geography and Geographical elements that are important to them and their lives.
- ...provide the cultural capital needed so that children are well placed for future positive outcomes.
- ...providing all children with the opportunities to develop and use reading and writing to develop and consolidate geographical knowledge and understanding.
- ...developing children's geographical enquiry and field skills.

- ...giving opportunities to use significant geographical facts which influence and enhance children's own lives.
- ...providing exciting and enticing methods to explore the local and wider area, including the use of Digital Technologies, so that it engages learners at all stages and phases.
- ...providing bespoke, exciting and engaging activities, projects and experiences for children to explore and ask questions.
- ...providing challenge for all so that all children have the opportunity to reach their potential.
- ...providing opportunities to share knowledge, skill and understanding of basic with others.
- ...using the wider community and environment to develop geographical field and enquiry skill, knowledge and understanding.
- ...providing a variety of mediums to explore and use in order to enhance learning and understanding.
- ...providing tailored support for children at all standards in development so that they can thrive.
- ...providing a range of opportunities for children to experience their own area and the part it plays in the wider world linking it to learners' own lives.
- ...ensuring all children recognise their important role in the future world and responsibilities they hold for sustaining environmental issues.

Implementation

At English Martyrs' these intentions will be Implemented by:

Curriculum

The children undertake a broad and balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. Through geography the children learn a range of skills, concepts, attitudes and methods of working.

Early Years

Geography is taught in reception as an integral part of the topic work covered during the year. We relate the geographical aspects of the children's work to the objectives set out in the Early Years curriculum which underpin the planning for children aged three to five. Geography makes a significant contribution to the ELG objectives of developing a child's understanding of the world through activities such as finding out about different places and habitats and investigating our locality.

Key Stage 1

During 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.

Key Stage 2

During 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, such as maps, atlases, aerial photographs and through the use of Digital Technologies. 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. As well as making its own distinctive contribution to the school curriculum, geography contributes to the wider aims of primary education. Teachers will ensure that links between subjects are maximized.

Spiritual, moral, social and cultural development

Spiritual development: Through helping pupils to recognise the beauty and diversity of the world. A geographical awareness helps children understand their place in the world. Geography provides opportunities for children to learn about sites of wonder, or physical features that they might wish to visit in the future, for example the Grand Canyon.

Moral development: Through helping pupils to reflect on how the environment is affected by decisions made by people, so that the children can make informed choices in the future. Through discussion, the children learn to appreciate the moral dilemmas posed by introducing changes to the environment (for example, building a motorway) and the effects this can have on the surrounding area.

Social development: Through helping pupils to understand the need to consider the views of others when discussing localities, settlements and the environment. Work on a locality in a less economically developed country provides an opportunity to discuss social issues. Fieldwork encourages collaborative projects, making the most of different strengths and interests within a team.

Cultural development: By exploring different settlements, the children can gain knowledge of different cultures, learning tolerance and understanding of their diversity.

Progression and Continuity

The school uses a variety of teaching and learning styles in geography lessons. Our principal aim is to develop the children's knowledge, skills and understanding in geography. We use a variety of teaching and learning styles in our geography lessons. We believe in whole-class teaching methods and combine these with enquiry-based research activities. We encourage children to handle artefacts and to ask as well as answer geographical questions. We offer them the opportunity to use

a variety of data, such as maps, statistics, graphs, pictures, aerial photographs, geographical footage and we enable them to use IT in geography lessons where this serves to enhance their learning. Children take part in roleplay and discussions, and they present reports to the rest of the class. They engage in a wide variety of problem-solving activities. Wherever possible, we involve the children in 'real' geographical activities, e.g. research of a local environmental problem, visiting relevant sites and carrying out fieldwork. We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which are differentiated by task, expected outcome and/or support from peers or adults.

Geography curriculum planning

At Hartpury Primary School geography is taught through a topic approach alongside Design & Technology, History and Art. Our Curriculum is carefully planned over a two year cycle to engage and excite all our learners.

Our long-term and medium-term plans map out the themes covered each term for each key stage. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term.

Roles and Responsibilities

The subject is led by the staff as a whole and each year time is set aside to review standards and monitor curriculum provision and ensure training and resources are up to date.

Health and Safety

Visits and fieldwork are an essential part of the Geography Curriculum helping to develop geographical enquiry and skills. Children learn best when the learning environment is ordered and they feel safe, any visit should be well organised and provide a stimulating and valuable experience. The pupils should prepare well for the visit and, on their return, use the experience to good effect in the classroom. The class teacher, or leader, should plan the visit meticulously, with the pupils' safety and welfare paramount. Please see the Policy for Educational Visits for detailed information.

Resources

We have a wide range of text books, such as atlases and interactive boards to access the internet as a class and there is a wide range of geographic material in the school library. People with an interest, or expertise, in a particular topic or area of geography could be invited into school to work with the children. These might be parents, grandparents, other family members, neighbours or representatives of the local community.

Equal Opportunities and Inclusion

Inclusion in Art and Design means that all children have access to and are given confidence in all areas, regardless of race, gender and ability. We should aim to create an environment in which all children learn to respect and value each other and each other's interests. This can be achieved by employing the following strategies:

- Mixing groups in terms of gender and ability.
- Structuring activities so all are fully involved.
- Giving all the children an opportunity to share their work.
- Considering the needs of children with physical or learning difficulties and taking the necessary steps (by enlisting extra help, adapting equipment or differentiating tasks) to ensure they have equal access to the curriculum.
- Considering ways in which to support ESL children. For instance, simplifying language, using other children to translate, or demonstrating rather than speaking.
- Recognising the need to extend more able pupils and refer them to the STEAM Curriculum Team so that they may then be guided to broaden their knowledge, skill and development.

Health and Safety

Children should be working in a safe environment, both in and out of the classroom. When using equipment such as hot wax and glue guns they should be supervised at all times. When conducting fieldwork, children should be properly supervised and should be made aware of any potential danger such as busy roads, litter or water hazards.

Staff Development

- The Humanities Curriculum Team will have access to specific training to support and develop their role.
- All staff will be encouraged to attend courses and review resources alongside the STEAM Curriculum Team.

Impact

The Humanities Curriculum Team will measure Impact of the implementations of the Art curriculum in collaboration with class teachers and SLT through:

Progress and Achievement

Children are monitored on a regular basis to check progress. We encourage all pupils to take responsibility for their own and their peers learning. A range of Assessment for Learning strategies are used, for example peer marking – the children regularly peer mark and are encouraged to comment on each others' work using vocabulary related to the skill taught, evaluation, self-assessments (Children are encouraged to make personal assessments of their own work through evaluating activities and identifying what they need to improve), traffic lighting achievement against objectives and success criteria, the use of talk partners and end of unit teacher/pupil evaluation. Through these, both children and adults are able to recognise the progress being made.

Assessment and Recording

At English Martyrs' Catholic School assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible, and marking work will be guided by the school's Marking Policy.

Monitoring

Monitoring takes place regularly through sampling children's work, and teacher planning, through a book scrutiny and lesson observations.

Curriculum Team responsible: Humanities Team

Policy written: October 2019

Policy agreed by Governors: November 2019

Review Date October 2021 or sooner in light of new initiatives and developments