

St. Peter's Catholic Primary School



Geography Policy

Date: September 2023

Review Date: September 2024

At St. Peter's Catholic Primary School, Jesus Christ and the Gospel values are at the centre of all of our teaching and relationships with children.

Introduction

In Geography lessons at St Peter's Catholic Primary School, pupils develop an understanding of the relationship between humans and the Earth. Pupils explore both the physical aspects of the Earth's geography and the human societies spread across it. Pupils learn and experience how humans interact with the natural environment and the way that the Earth has an impact on us. We encourage pupils to be curious and inquisitive in both their time at school and beyond, inspiring interest in our world and its people. Pupils learn about a wide range of diverse places, people, resources and natural and human environments. We teach our pupils to respect the world around them and recognise their role as a global citizen.

Children at St. Peter's Catholic Primary school, in line with national curriculum, will:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine
- 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
- 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

Subject Organisation

Early Years Foundation Stage

In the Early Years Foundation Stage, geography is taught through the 'Understanding of the World' strand of the curriculum. Geography is taught as an integral part of the topic work through child-initiated and adult led activities.

Key Stage 1

Geography is taught within topics alongside history and science. Through the creative curriculum long term planning, each year group assigns history and geography objectives. This is also enhanced by Discovery Days, where children come off timetable to take part in geography activities.

Pupils will learn to:

- 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
- 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
- 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
- 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 [for example, 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

Geography is taught within topics alongside history and science. Through the creative curriculum long term planning, each year group assigns history and geography objectives. This is also enhanced by Discovery Days, where children come off timetable to take part in geography activities.

Pupils will learn to:

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America,

- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features 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
- understand geographical similarities and differences through the study of a region of the United Kingdom, a region in a European country, and a region within North or South America
- describe and understand key aspects of human and physical geography
- use maps, atlases, globes and digital/computer mapping to locate countries
- 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, record and present the human and physical features in the local area

Lesson structure and planning

Planning is done in key stage pairs and curriculum topics are rotated on a 2 yearly cycle to ensure coverage across that key stage group. Differentiation of content is considered to ensure both year groups can access appropriate topic content.

Resources used in lessons

We have sufficient resources available to aid and support the teaching of all units and topics taught, throughout the year groups. These include: globes, atlases, aerial photographs and maps. When needed, additional resources are purchased by the geography co-ordinator in accordance with the school ordering policy and procedure. All staff may request or suggest resources they feel would be useful for a geography topic. We are in the process of developing topic boxes for each key stage, with the intention of increasing the quantity of geography resources available for us within lessons. Visits are also planned to enhance learning and allow the children the opportunity to experience hands-on activities.

Exercise Books for recording

It is school policy that the following pattern is used:

Year 1: Portrait, A4, Red, Blank pages

Year 2 and KS2: Portrait, A4, Yellow, Lined pages

Marking

Please see separate marking and feedback policy.

In Key Stage 2, children will respond to any teacher comments in pink pen.

Role of the Subject Leader

- To take the lead in policy development.
- To support colleagues.
- To monitor progress in geography - e.g. leading staff CPD, scrutiny of work, analysis of formal data assessments.
- To be aware of significant local, national and global events, which promote geography learning
- To take responsibility for the choice, purchase and organisation of central resources for geography, in consultations with colleagues.
- To liaise with other members of staff to form a coherent and progressive scheme of work, which ensures both experiences of, and capability in, geography.
- To be familiar with current thinking concerning the teaching of geography, and to disseminate information to colleagues.
- The co-ordinator will be responsible to the Head teacher and will liaise with the named link Governors.

Home School Link

We consider the relationship with parents to be an important factor in fostering positive attitudes towards history. We involve parents in their children's learning by:

- Providing regular parent's evening, which gives them verbal information on their child's progress and targets for the future.
- Providing an end of year report, which outlines progress and attainment.
- Organising Discovery Days and history themed events to promote a love for history within the school community.