



Geography Policy

Approved by: *Cillian MDA* — Date: November 2021
 Chair of Curriculum & Ethos

This policy remains valid until an updated policy has been approved by the Curriculum & Ethos Committee.

Next review due by: Autumn 2024

Document control and record of amendments

Version	Reason for amendment	Sections amended	Amended by / date	Reviewed by /date	Approved by / date

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1. Introduction

"The study of geography is about more than just memorizing places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together."

Barack Obama

Geography is a rich and exciting subject that provides children with the opportunity to learn about diverse places, people and environments. At St Peter's, children are inspired to develop a curiosity with the world around them and reflect on their place within it.

2. Aims and Objectives

At St. Peter's, we aim to:

- Provide learning opportunities that enthuse, engage and motivate children to learn and foster a sense of curiosity and wonder at the beauty of the world around them
- Enable children to gain knowledge and understanding of places in the world
- Allow children to learn a variety of geographical skills, including how to draw and read maps
- Ensure children use and understand geographical vocabulary
- Develop children's understanding of different cultures, so they can be a respectful member of a multicultural society
- Enable children to know and understand environmental problems at a local, regional and global level

- Ensure children are able to make sense of their own surroundings through learning about their own locality and the interaction between people and the environment
- Deliver a geography curriculum that makes strong links with other subjects

3. Curriculum organisation

KS1/KS2

The school uses the National Curriculum and a topic based creative curriculum as the basis for its curriculum planning.

- The long-term geography plan/overview demonstrates how teaching units are distributed across the year groups and how these fit together to ensure progression within the curriculum plan.
- The medium-term plans (MTPs) for geography identify key learning objectives and skills, as well as expected outcomes for each unit of work. Cross-curricular links with other curriculum topics are made and identified. Short term or weekly plans are distilled from the MTPs.
- The topics studied in geography link directly to the topic being studied by each year group each term. They are planned to develop skills, knowledge and understanding in each unit through planned progression written into the scheme of work; in this way, children are increasingly challenged as they move up through the school.

The Foundation Stage

Geography is taught in Reception classes as an integral part of the topic work covered during the year as required by Early Years Foundation Stage (EYFS). The geography aspects of children's work relates to the objectives set out in the Early Years Outcomes, which underpin curriculum planning for children aged 0-5. Geography makes a significant contribution to the *Understanding the World* area of the Early Learning Goals in the EYFS.

4. Teaching and Learning

Geography teaching is delivered through a topic-based approach. Planning is the responsibility of the class teacher, alongside support from the geography subject leader.

Planning should be used to:

- Build on the subject knowledge children have previously acquired
- Ensure progression, continuity and subject coverage throughout the school
- Encourage children to ask and answer questions
- Allow children to reflect on their learning
- Provide children with the opportunity to use a variety of data, such as maps, statistics, graphs, pictures, aerial photographs
- Create cross-curricular links with other subject areas, where appropriate
- Set tasks that are achievable for all members of the class, whilst also challenging those who are more able
- Ensure children see the relevance of what they are being taught
- Cater to a variety of different learning styles

5. Roles and Responsibilities

5.1 The Governing Body

The Governing body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation. *(Please see Curriculum Policy for detailed list of governor responsibilities.)*

5.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to by all staff. *(Please see Curriculum Policy for detailed list of Headteacher responsibilities.)*

5.3 Subject Leader

The Geography Subject Leader is responsible for:

- the development and monitoring of the Geography Curriculum
- providing teachers with support and advice
- updating the School's Policy and Scheme of Work, and Subject Development Plan for the School Development Plan
- leading in-service training activities supporting staff in the classroom; specifying and ordering resources; co-ordinating staff requests for resources and monitoring and maintaining the condition and availability of resources.
- Subject monitoring – books, planning scrutinies, lesson observations/ drop-ins, pupil voice interviews

6. Computing

Pupils will be given opportunities, where appropriate, to use ICT resources to extend their understanding within all areas of Geography.

7. Safeguarding and equal opportunities statement

St. Peter's, in all policies and procedures, will promote equality of opportunity for students and staff from all social, cultural and economic backgrounds and ensure freedom from discrimination on the basis of membership of any group, including gender, sexual orientation, family circumstances, ethnic or national origin, disability (physical, learning difficulties or emotional and mental), religious or political beliefs. St. Peter's School aims to:

- Provide equal opportunity for all
- To foster good relations, and create effective partnership with all sections of the community
- To take no action which discriminates unlawfully in service delivery, commissioning and employment
- To provide an environment free from fear and discrimination, where diversity, respect and dignity are valued.

All aspects of Safeguarding will be embedded into the life of the school and be adhered to and be the responsibility of all staff

8. Assessment, Attainment and Progress

Teachers own plans should indicate the focus for each unit of work and assessment opportunities will be identified. The teacher will assess the child's work on a continual basis in order to match their ability to the level of descriptions in the National Curriculum. These provide enough information to inform the next teacher of progress made, and to be of use in preparing the annual report to parents.

9. Assessment, Recording and Reporting

Parents are informed of their child's progress and attainment through parent consultations (2 per year) and through school reports (March and July).

10. Resources and Displays

All classrooms should have a topic display, which should be interactive and provide a stimulus for the topic being taught. Displays should be regularly referred to and used as a tool to support children's learning. Children's work should be displayed in Year books alongside clear learning objectives.

Resources for geography topics are kept in the relevant classrooms, where they can be added to and maintained by the class teacher. KS1 atlases are stored in the KS1 area and KS2 atlases are stored in the library. These are available to access at any time.

11. Monitoring and Review

This policy will be monitored on a bi-yearly basis by the subject leader to keep up to date with any adjustments to statutory legislation or curriculum and any changes will go via the Governing Body when necessary.

12. Links with other policies

This policy links to the following policies and procedures:

- Curriculum Policy
- Teaching and Learning policy
- Presentation policy
- Marking & Feedback policy
- Health and Safety policy
- EYFS policy
- Assessment policy
- SEND policy
- Behaviour policy
- Safeguarding and Child Protection