

Diocese of Nottingham
...working in partnership with
The Our Lady of Lourdes Catholic Trust

St Philip Neri with St Bede Catholic Voluntary Academy
Policy Document



Geography

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Context

This policy outlines the teaching, organisation and management of the Geography taught and learnt at St. Philip Neri with St. Bede Catholic Voluntary Academy. It reflects the school's values and ethos. The implementation of the policy is the responsibility of all the teaching staff.

Geography 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 the 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 physical and 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

The National Curriculum sets out 4 strands to be taught; locational knowledge, place knowledge, human and physical geography and geographical skills and fieldwork.

Aims:

Our intent is:

- To stimulate children's interest in their surroundings develop a knowledge and understanding of the physical and human processes which shape places;
- To make sense of their own surroundings through learning about their own locality and the interaction between people and the environment;
- To develop the geographical skills, including how to use, draw and interpret maps of different scales, and the vocabulary necessary to carry out effective geographical enquiry;
- To develop positive attitudes towards geography to ensure that pupils can apply the skills and knowledge taught in their everyday lives and future;
- To deepen the children's understanding and knowledge of different societies and cultures including sustainable development and an appreciation of what 'global citizenship' means.

We will know the aims have been met because:

- Children will show enthusiasm and a deep understanding when talking with subject leaders, Senior Leadership Team and Governors about the Geography knowledge and skills they have been taught;
- Children will be able to use the vocabulary and skills taught in daily life in and outside of school.





IMPLEMENTATION

The National Curriculum and Foundation Stage framework objectives for each year group are set out in the school's progression document sets out . Each term, children will have completed all objectives linked to their Geography topic outlined in this document. Objectives are mapped across the school, ensuring that knowledge builds progressively and that children develop skills systematically. Work is differentiated to ensure support and challenge for all pupils. All KS1 and KS2 lessons will be evidenced in books including any fieldwork. Evidence may include a variety of recording methods such as written work in topic books, photographs etc. All work will be marked and children will be expected to have spelt key geographical vocabulary accurately with the support of word banks/mats. The work produced in all foundation subjects will be expected to be of the same quality as that presented in core curriculum lessons. Foundation stage will evidence through an interactive learning diary observation where possible.

Foundation Stage

Geography is planned through the 'Understanding the World' strand of the Early Years Foundation Stage Curriculum. The long term progression document enables Teachers to ensure the Reception/Nursery objectives and Early Learning Goals are covered throughout the year. Medium term Topic planning is created and takes into account the individual children's learning and developmental needs. Children are supported in developing the knowledge, skills and understanding that help them to make sense of the world. Their learning is supported through offering opportunities for them encounter a variety of maps, different people and their cultures and to investigate their immediate and local environments – indoor and outdoor. All relevant areas of learning and development are planned for and available to access within the setting. The learning opportunities provided include a range of adult focused and child initiated activities indoors. The setting also makes use of the outdoor environment whenever possible. A typical foundation stage lesson will involve a quick recap of prior learning. The main bulk of the lesson will involve a discussion of key knowledge and then a short activity as a whole class. Wherever possible, this activity will be left out during child initiated time for the children to apply the knowledge taught independently.



KS1

In KS1, 1.5 hours of topic time is dedicated each week. Geography is taught within specific units throughout the year - see Long Term topic outline. Geography topics are taught in blocks, which means the children are immersed in the topic and specialist vocabulary, developing their enquiry skills and making learning purposeful and relevant to them. Dedicated time is given to Pre and Post Learning Tasks at the beginning and end of each topic in order to ensure Teachers have a good understanding of what their children knew before the topic and what knowledge they have gained at the end of the topic. This information informs Teacher assessments. Knowledge Organisers are sent out as homework at the beginning of each topic for the children to explore with their families. At the end of the topic, Teachers plan a quiz to test children's ability to recall facts from the Knowledge Organiser.

A typical lesson will start with a recap of prior learning. Key knowledge will then be taught in the main bulk of the lesson. The children will then access an independent activity based on the key knowledge and vocabulary taught. The plenary then summarises the main teaching points and children are asked open-ended question to gain an insight into whether they have a good understanding of the key knowledge taught in the lesson.

KS2

In KS2, 2 hours of topic time is dedicated each week. Geography is taught within specific units throughout the year - see Long Term topic outline. Geography topics are taught in blocks, which means the children are immersed in the topic and specialist vocabulary, developing their enquiry skills and making learning purposeful and relevant to them. Dedicated time is given to Pre and Post Learning tasks at the beginning and end of each topic in order to ensure Teachers have a good understanding of what their children knew before the topic and what knowledge they have gained at the end of the topic. This information informs Teacher assessments. Knowledge Organisers are sent out as homework at the beginning of each topic for the children to explore with their families. At the end of the topic, Teachers plan a quiz to test children's ability to recall facts from the Knowledge Organiser.

A typical lesson will start with a recap of prior learning, from either a previous lesson or a previous year group where links are able to be made. The key knowledge will then be taught in the main bulk of the lesson. The children will then access an independent activity based on the key knowledge and vocabulary taught. The plenary then summarises the main teaching points and children are asked open-ended question to gain an insight into whether they have a good understanding of the key knowledge taught in the lesson.



Fieldwork

Fieldwork is integral to good geography teaching, and we include as many opportunities as we can to involve children in practical geographical research and enquiry. At Key Stage 1, we let all the children carry out an investigation into the local environment, and we give them opportunities to observe and record information around the school site. At Key Stage 2, where possible we let children carry out an investigation further afield in the local area, and we give them opportunities to observe and record information. All fieldwork should be recorded in Geography books, this should include a photo montage of the fieldwork activity and then a piece of written work.

Eco Club

Eco Club is offered to both KS1 and KS2 children. The Eco Club plan and implement innovative ways to make the school more Eco-friendly, and aim to educate the children on this matter. Ensuring that the school grounds are kept clean, recycling is effective and efficient and that the school is being mindful of reducing waste will always be a priority. Each year there will be new challenges and projects to work on that will aim to increase and promote sustainability.

Equal opportunities

At St Philip Neri with St Bede, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers ensure all pupils can access the Geography Curriculum at an appropriate level to their needs. To ensure inclusion, teachers use a range of strategies, independent tasks, as well as teaching, are well adapted, to ensure full accessibility, as well as to provide appropriate support and challenge to different groups of learners. Support for specific individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be implemented. The school makes full use of additional adults who are deployed effectively to ensure that identified children are able to make progress in each curriculum area, according to their full potential.





IMPACT

The impact of our Geography teaching at St. Philip Neri with St. Bede's is measured through the following:

- Pre- and Post- learning assessments for each topic;
- Knowledge Organiser homework quizzes conducted each term;
- Summative assessment conducted each term.

Assessments are conducted by class teachers in line with the school's assessment schedules.

Role of the subject leader:

The Geography subject leaders are Miss Kayleigh Wheatley and Miss Natasha Hurcum. The subject leaders:

- ensure a high profile of the subject through sharing good practice and supporting Colleagues in planning during staff meetings.
- ensure a full range of relevant and effective resources are available to enhance and support learning.
- ensure progression of the key knowledge and skills identified within each unit and ensure that these are integral to the programme of study and secure at the end of each age phase.
- monitor books and ensure key knowledge is evidenced in outcomes.
- analyse assessment data.
- conduct Geography lesson visits.
- annually hold pupil interviews. To monitor planning and oversee the teaching of Geography.
- lead further improvement in and development of the subject as informed by effective subject overview.
- ensure that the Geography curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment.
- ensure that approaches are informed by and in line with current identified good practice and pedagogy.
- where possible attend CPD.
- meet with Governors to inform them of the development of Geography throughout the year.



Continuing Professional Development (CDP)

Leaders and Governors at St. Philip Neri with St. Bede believe that effective teaching is underpinned by providing staff with regular professional development opportunities to ensure their expertise and subject knowledge is always developed and kept contemporary. Regular professional development is always identified by the Senior Leadership Team and Geography subject leader as part of the subject's development plan. Clear and precise professional development, from a range of sources, will ensure:

- the Geography Curriculum is delivered thoroughly and consistently;
- staff subject knowledge is enhanced and up-to-date;
- teachers are confident with using a range of 'plugged' and 'unplugged' resources to support the teaching and learning of abstract concepts;
- Assessment for Learning is consistently strong and is used accurately to identify each child's next step in learning.

See also our *Teaching and Learning Policy*.

