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Geography Policy
2026- 2027

Rationale

At St. Joseph's Roman Catholic Primary School we believe that geography stimulates curiosity and imagination and we aim to build upon the child's 'personal geography' by developing geographical skills, understanding and knowledge through studying places and themes.

At St. Joseph's Roman Catholic Primary School, geography is a valued part of the curriculum as 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.

Aims

- *To make sense of their own surroundings through learning about their own locality, and the interaction between people and environment.*
- *To extend their interest, knowledge and understanding of contrasting localities in Britain, Europe and the rest of the world.*
- *To develop knowledge and understanding of the human and physical processes which shape places.*
- *To appreciate similarity and difference in the world about them and to respect other people's beliefs, attitudes and values.*
- *To develop the geographical skills and vocabulary necessary to carry out effective geographical enquiry.*
- *To formulate appropriate questions, develop research skills and evaluate material to inform opinions.*
- *To develop interest and enjoyment of geographical experiences and build confidence and understanding.*
- *To recognise and understand issues concerning the environment and sustainable development.*

Implementation of Policy

Geography explores the relationship between the Earth and its peoples through the study of the physical and human features of Earth, the influence of the environment on human behaviour and lifestyles, and the natural resources people use.

We have used the best research to create a well-sequenced and progressive curriculum map containing the key concepts children need to be procedurally fluent in to work and think like geographers.

The key concepts in geography we plan a progression for are as follows:

- *Geographical enquiry*
- *Locational knowledge*
- *Geographical skills and fieldwork*
- *Human and physical geography*
- *Place knowledge*

At St. Joseph's Roman Catholic Primary School geography involves;

- *Undertaking fieldwork in the local area and places further afield in London and the UK.*
- *Comparing and contrasting landforms, land uses, weather, seasons and ecosystems.*
- *The use of secondary sources e.g. photos, books, media and videos, to obtain geographical information.*
- *Following directions using positional and directional language, also using these to direct others.*
- *Naming the physical features of places, e.g. mountain, sea, beach, volcano, river.*
- *Using developing language to talk about their work e.g. route, scale, tide, erosion, climate, temperate, continent.*
- *Developing geographical skills of: making observations and measuring, recording observations through maps, talk, and writing, taking photographs, sketches and diagrams.*
- *Using maps, globes, atlases and interpreting photographs.*
- *Help the children appreciate the variety of responses to the same basic needs (ethnic, cultural and economic) and to imagine what it might be like to experience life in other places.*

At St. Joseph's Roman Catholic Primary School we use a variety of teaching and learning styles in our geography lessons. We use whole-class teaching methods and we combine these with enquiry-based research activities. We encourage children to ask as well as answer geographical questions.

We offer children the opportunity to use a variety of data, such as maps, statistics, graphs, pictures, video and aerial photographs, and we enable them to use ICT in geography lessons where this serves to enhance their learning. Digital mapping features throughout the curriculum and in KS2, children participate in their own digital mapping activities, using software to support their enquiry.

Children take part in role-play and discussions, and they present reports to the rest of the class. Children learn about other places through reading stories with settings in different places and in different landscapes. They make outside visits and engage in a wide variety of problem-solving activities.

The objectives of geography teaching in the school are based on the requirements of the EYFS Statutory Framework and the National Curriculum programmes of study for key stages 1 and 2. The geography curriculum of the school will therefore help children to experience the following key aspects of the programme of study:

Cultural Capital

At St. Joseph's Roman Catholic Primary School, we recognise that geography provides valuable opportunities for children to understand their place in the world and to develop characteristics that make them informed and responsible citizens. We also recognise that Education for Sustainable Development and Global Citizenship prepares children for life in the 21st century. ESDGC needs to be embedded into the curriculum and all aspects of school life, helping to create an ethos of responsibility on the local, national and global scale.

At St. Joseph's Roman Catholic Primary School geography contributes to learners' understanding of ESDGC as they work in contexts that allow them to make decisions based on the values that underpin society, helping them become active and informed citizens. They are encouraged to be enterprising and innovative in their decision making, while having regard for sustainability and environmental issues in the 21st century. Pupils also develop their awareness of financial and economic activity in the town, city and country that they live in, as well as current affairs including Britain's exit from the European Union and its impact.

St. Joseph's Roman Catholic Primary School Approach to Geography

At St. Joseph's Roman Catholic Primary School geographical work undertaken within the school has been carefully organised to provide breadth and depth of knowledge and understanding, as well as developing skills. The development throughout the three key stages builds on children's previous work.

Early Years Foundation Stage

In nursery classes history is taught as an integral part of topic work covered during the year. In Reception, discrete history units are taught alternately with geography. The Understanding the World area of learning within the Early Years framework forms a basis of the curriculum at St. Joseph's. In the EYFS, geography is about the children having the opportunities to find out and learn about the world they live in and be given exposure to maps and globes that they will become more familiar with in KS1. Children's geography learning in the Early Years provides the foundation for further learning in KS1.

Key Stages 1 and 2

At Key Stage 1, geography is about developing knowledge, skills and understanding relating to the children's own environment and the people who live there before developing pupils' awareness of the wider world through inviting and engaging topics.

At key stage 2, geography is about developing knowledge, skills and understanding relating to people, places and environments at different scales in the United Kingdom and overseas and an appreciation of how places relate to each other and the wider world.

An enquiry-based approach permeates both KS1 and KS2.

Health and Safety

At St. Joseph's Roman Catholic Primary School children are taught:

- *Safe practices in the field and how to achieve them.*
- *How to use equipment in accordance with the health and safety guidelines.*
- *To behave considerably and responsibly, showing respect for other people and their environment whilst on trips outside the classroom.*

Teachers and leaders:

- *Ensure risk assessments are completed before any field trips are agreed.*
- *Discuss all planned trips with the Headteacher.*
- *Ensure adequate supervision is organised for all field work.*

At St. Joseph's Roman Catholic Primary School the role of the geography leader is to:

- *Support colleagues in teaching the subject through the progressive and sequenced curriculum map and medium term plan.*
- *Renew, update and complement resources needed to deliver the curriculum, within budget restraints.*
- *Audit current practice- identify strengths and areas to improve.*
- *Develop assessment and record keeping ensuring progression and continuity.*
- *Keep abreast of developments in geography education and media usage.*

Assessment

At St. Joseph's Roman Catholic Primary School we assess the children's work in geography by making informal judgements as we observe the children during lessons. Once the children complete a unit of work, we make a summary judgement of the work for children and consider whether they have yet to obtain, obtained or exceeded the end of year expectations outlined on the geography curriculum map. Class teachers keep the children's geography work in the geography folders. Children complete an assessment piece of work for each unit, which is planned so that it allows children to demonstrate understanding of the key concepts in geography. Pupils are assessed by teachers against the assessment statements determined by the subject leader, in consultation with year group teachers. Assessment statements inform planning and pupils' progress is tracked against these statements.

Differentiation

At St. Joseph's Roman Catholic Primary School we aim to encourage all children to reach their full potential through the provision of varied opportunities and responding and adapting our teaching to the children's individual needs. We recognise that our curriculum planning must allow children to gain a progressively deeper understanding and competency as they move through our school.

Equal Opportunities

At St. Joseph's Roman Catholic Primary School all children will be given equal access to geography irrespective of race, gender and creed, level of ability or nationality. Mutual respect and tolerance for all cultures will be promoted through the study of geography.

Resources

Teachers will use a bank of resources to support topics taught. Resources specific to each topic are kept in the appropriate classroom or by the subject leader. Soft resources can be found on the school's Shared Area. The geography leader is available to assist with resources. We also make use of local museums, the school grounds and the immediate local environment to support teaching and learning. When appropriate, we invite guest speakers to visit the school. The school library is equipped with books that relate directly to geography topics taught across the school.

Resources include:

- Lessons for topics across the school
- Teaching resources for topics across the school
- Pupils' books
- Artefacts
- Music, videos and DVD's
- Pictures and photographs
- Maps and atlases
- Computer software
- Equipment for fieldwork
- Small world play equipment

Monitoring and Evaluation

To monitor and evaluate geography the subject leader:

- *Supports teachers via explaining the progressive curriculum map, discussing the key concepts in geography, co-planning, team teaching, observing and giving feedback*
- *Monitors teachers' medium-term planning against the progression contained in the curriculum map*

- *Reviews resource provision*
- *Works co-operatively with the SENDCo*
- *Discusses regularly with the Headteacher and (if applicable) the geography governor, the progress with implementing this policy in the school.*

Disability Equality Impact Assessment

This policy has been written with reference to and in consideration of the school's Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff and parents.