



St. Joseph's Catholic Primary School Policy



Geography Policy

Date: September 2024

Next Review: September 2025

Mission
Together we love, learn, follow Jesus
Vision
At St Joseph's Catholic Primary School, through an open and generous heart, we learn together as a family in faith, following the gospel values of love.
Values
Hope Thankfulness Collaboration Compassion Friendship Resilience Empathy Creativity Justice Respect

Our Curriculum Intent

At St Joseph's Primary School, our children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. We deliver a broad, balanced and well-sequenced curriculum that has been personalised to our school and local area. The school-wide geography curriculum has been purposefully constructed to provide the children with the most meaningful learning opportunities whilst also inspiring our children's curiosity, interest and appreciation of the world that we live in. It is our intention to provide our children with geographical knowledge and skills which are then transferable to other aspects of the curriculum whilst also supporting their moral, social and cultural development.

As our pupils' progress through the school, they are exposed a progression of knowledge, experiences, and subject-specific vocabulary. Through their geographical experiences, our children will develop an insight into location, place, physical and human processes and also how landscapes and environments have changed/continue to change over time. However, geography is, by nature, an investigative subject, which also means it is incredibly important for us to also develops our children's understanding of



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understanding of geographical skills and fieldwork through first-hand experiences.

Through the planning and teaching of our geography curriculum, we seek to inspire curiosity and fascination about the world and its people, which will remain with our children for the rest of their lives.

Cross-curricular outcomes in geography are specifically planned for, with strong links between geography and English lessons identified. Quality texts (in English) have been carefully selected to link with geography topics (where appropriate). At St Joseph's, our curriculum has been personalised to meet the needs of our children but also to reflect our local area therefore our school grounds and local area is fully utilised to achieve vision for. We also encourage and promote school trips to provide our children with first-hand experiences, which in turn, enhance our children's understanding of the world beyond their locality.

Implementation

As our pupils' progress, 'their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and changed over time.' (National Curriculum 2014)

The 2014 Curriculum divides geography into 4 dimensions: Locational Knowledge, Place Knowledge, Human and Physical Geography, and Geographical Skills and Fieldwork.



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The National Curriculum for Geography aims to ensure that all pupils:

- *Develop contextual knowledge of the location of globally significant places - both terrestrial and marine - including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.*
- *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.*

Are competent in the geographical skills needed to:

- *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 and aerial photographs.*
- *communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.*

We teach the National Curriculum, through half-termly units which are designed with clear knowledge and skill progression in mind.

This approach ensures that knowledge and skills are built on throughout school and the curriculum is sequenced appropriately in order to maximise learning opportunities for all pupils. Existing knowledge is built on at the start of each new unit via a check in task and new learning material is assessed at the end of the unit via a check-out task. Enquiry-based units and lessons are designed to provide appropriate challenge to all learners. Children also complete entrance tickets to remind them of the knowledge they



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are building upon in that lesson. At times, exit tickets are used at the end of the lesson to consolidate learning.

Impact

The impact of our curriculum will result in our children to becoming reflective and inquisitive learners who have a sound geographical understanding of the world around them and are able to make links to learning across the whole of the curriculum.

- *Evidence of high-quality learning will be found in books/floor books.*
- *Children will be able to answer the enquiry-based question for the unit in great depth showing a good understanding of content taught and subject-specific vocabulary.*
- *Teachers planning shows lessons are planned with clear unit progression in mind whilst always having the overall unit focus and national curriculum object as a central point.*
- *Our curriculum map shows a whole school curriculum that has been planned carefully to teach the main geographical concepts through a range of contexts in a way that creates links between our local area and the wider world.*
- *Children will be able to make links with prior learning and use this to develop their knowledge and skills in each unit taught. This is reinforced at the start of each new unit via check-in tasks but also through planned intended lesson content and discussions.*
- *As children progress throughout the school, they develop a deep knowledge, understanding an appreciation of their local area and its place within the wider geographical context.*
- *Children show evidence of the ability to apply questioning skills and to reach clear conclusions and develop a reasoned argument to explain findings.*



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- *Children have the ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment*
- *Children will be enthused by their geography units, and this will be monitored during pupil voice discussions.*
- *Through our cross-curricular approach and enrichment activities we will see children immersed in their learning which in turn encourages curiosity and enjoyment.*
- *Children utilise fieldwork and other geographical skills and techniques to find out about the world and people in it.*
- *Parents are well informed of their children's learning and abilities in relation to geography.*
- *Our assessments and monitoring allow us to see the impact of our teaching, guide future planning and ensure that our standards of teaching remain are high and focused on all times.*