




We Grow with Jesus to be the Best we can Be

	Aspect Policy No. Curriculum Staff consulted. Authorised: Full Governing Body	Version: 3 Pages: 4 Date: April 24	Last updated: April 24 Last Version: September 22 Review due: April 26 Reviewed:
<p style="text-align: center;">St Mary's Catholic Primary Geography Policy</p>			

Intent.

Geography is about understanding the world we live in. It helps to provoke and provide answers to questions about the natural and human aspects of the world. The intention of the Geography Curriculum at St Mary's Primary School is to inspire children's curiosity and interest, to explore the world that we live in and its people. It is designed to ensure that teaching equips pupils with geographical skills and knowledge about diverse places, people, resources, and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. Through our teaching, we intend to provoke thought, questions and to encourage children to discover answers to their own questions through exploration and research, to enable them to gain a greater understanding and knowledge of the world and their place in it. We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives, equipping them well for further education and beyond.

Implementation.

Geography is taught in blocks throughout the year, so that children achieve depth in their learning. Objectives are from the National Curriculum and are taught through the Lancashire Scheme of work. Teachers have identified the key knowledge and skills of each topic and consideration has been given to ensure progression across topics throughout each year group across the school. Cross curricular outcomes in Geography are planned for, with links between the geography curriculum and English lessons enabling further contextual learning. The local area is also fully utilised to achieve the desired outcomes.

Assessment is tracked on the school assessment system of Arbor at the end of the Advent and Pentecost terms

Consideration is given to how greater depth will be taught, learnt, and demonstrated within each lesson, as well as how learners will be supported in line with the school's policy on inclusion. Outcomes of work will be monitored to ensure that they reflect a sound understanding of the key identified knowledge.

The Early Years Foundation Stage (EYFS) follows the 'Development Matters 2020' guidance which aims for all children in reception to have an 'Understanding of the World'-

- Past and present
- People, Culture and Communities
- The natural world by the end of the academic year.

Impact

Outcomes in Geography books evidence a broad and balanced geography curriculum and demonstrate the children's acquisition of identified key knowledge relating to each of the identified national curriculum strands, as appropriate to key stage; locational knowledge, place knowledge and human and physical geography. This is in addition to the development and application of key skills, supported by fieldwork.

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.

Through explicit teaching of Geographical vocabulary related to each topic and sequenced/ spiral learning, children are enabled to remember and do more. Utilising the local resources, with the school being ideally located to the town centre of Loughborough and a variety of trips, to enhance learning.

Teaching and Learning-

EYFS

Early years explore geographical themes in line with the revised EYFS framework. Children are guided to develop sense of their physical world, as well as their community, through opportunities to explore, observe and find out about people, places, and the natural environment. Children are assessed according to the Development Matters Attainment targets.

In Key Stage One, Geography is taught through the Lancashire curriculum. The teachers use Lancashire planning materials and have a long-term and medium term, which sequences the coherent knowledge to be taught, in place. By the end of Year Two, it is expected that the children will have developed their knowledge and understanding of all the skills set out in Key Stage One.

In Key Stage Two, Geography teaching is used to progress children's knowledge and skills. Each class has a long-term plan with two to three Geography topics, which are to be covered over the year and sequenced lessons in a detailed medium-term plan. Topics will alternate with

History, and Geography will be linked into some History topics, where appropriate, to develop children's knowledge and understanding. It will also ensure all areas of the curriculum are covered in depth.

Assessment-

Assessment for learning is continuous throughout the planning, teaching, and learning cycle. Key geographical knowledge are taught to enable and promote the development of children's skills in geography.

Assessment is supported by use of the following strategies:

- Observing children at work, individually, in pairs, in a group and in class during whole class teaching.
- Using adapted, open-ended questions that require children to explain their understanding.
- Providing effective feedback, in line with the school's marking policy including WWW & EBI, peer assessment and self-review.
- Book moderation and monitoring of outcomes of work will be used to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners, with the acquisition of the pre-identified key skills / knowledge of each topic being evidenced through the outcomes.

Assessment of Geography is logged twice a year on Arbor to see progress and assimilation of knowledge and reported to parents at the end of the year.

Planning and Resources

Geography has been mapped out across KS1 and 2 to ensure pupils experience coverage of the national curriculum requirements.

Working under an 'umbrella' topic title, teachers plan a curriculum map – older pupils could be encouraged to have input in its content.

A 'WOW' element is included whenever appropriate – visitors / trips etc.

The school library contains a good supply of geography books to support children's individual research.

Ideally each classroom should have a display area for their current Geography focus.

A blocked curriculum approach to learning is used, which means that pupils study a history topic for a half term, linking the skills to those being covered in that year group's English curriculum.

Organisation

Within the academic year, children study geography in blocks, as outlined in the overall curriculum framework overview in Lancashire. This allows children to enhance their geographical knowledge and develop their geographical skills through focused daily learning,

throughout the duration of each block. This model also promotes the achievement of a greater depth of understanding by the end of a unit.

Inclusion

All pupils are entitled to access the geography curriculum at a level appropriate to their needs. To ensure inclusion, teachers use a range of strategies within their lessons.

Independent tasks, as well as teaching, are also well-adapted to ensure an appropriate level of challenge. The school makes full use of additional adults who are deployed effectively to ensure that identified children can make progress in each curriculum area, according to their full potential.

Role of the Subject Leader-

- ensure a high profile of the subject: champion this subject in school and ensure governors are reported to at least once a year.
- ensure a full range of relevant and effective resources are available to enhance and support.
- ensure progression of the key knowledge and skills identified within each unit and that these are integral to the programme of study / skills progression ladder and are secure at the end of each age phase.
- monitor planning and oversee the teaching of Geography.
- monitor books and ensure that key knowledge is evidenced in outcomes, alongside and supported by the Headteacher / SLT.
- monitor wall displays and undertake pupil interviews.
- ensure that the geography curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment.

Policy Agreed: April 24

Policy Review Date: April 2026