Genesis 1:1 in the beginning, God created the heavens and the earth.

**Geography Policy**



At Cathedral Primary School, we want our children to have a curiosity and fascination of the world that will stay with them through their lives. We understand how it has never been more important for children to have a comprehensive global understanding of our world and the peoples and cultures that inhabit it.  Through this understanding, children will develop respect for the physical world and the vast scope of cultures that make up our diverse planet.

**Our Vision**

Through a positive caring environment, we provide the opportunity for every child to reach their full potential. We embrace Christian values and ensure all children are ready for their next steps.

**In context**

At Cathedral Catholic Primary School we are committed to providing all children with learning opportunities to engage in geography. Geography is an essential part of the curriculum, 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 through the study of place, space and environment. It contributes to the cultural, social, spiritual and moral life of 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.

**Aims**

The aims of geography are:

• To stimulate pupil’s interest in the world around them and to foster a sense of wonder at the world around them

• To help pupils develop an informed concern for the quality of the environment

• To enhance pupil’s sense of responsibility for the care of the earth and its people

• To develop a range of skills to interpret geographical information and to carry out geographical enquiry Aims of Geography

• To study the location of places

• To look at physical systems

• To explore human and physical processes and patterns

• To develop a sense of place

• To explore the relationships between people and their environment

• To look at changes to places, spaces and the environment and the consequence of these changes

• To appreciate cultural and economic diversity

• To investigate issues and concerns

• To develop enquiry skills

**The Curriculum**

**Early Years**

Geography is taught in Reception as an integral part of the topic work through child-initiated and adult led activities. Geography makes a significant contribution to the Early Learning Goal objectives of developing a child’s understanding of the world through activities such as finding out about different places and habitats and investigating our locality.

**Key Stage 1**

During Key Stage 1, pupils investigate their local area and a contrasting area in the United Kingdom or abroad, finding out about the environment in both areas and the people who live there. They also begin to learn about the wider world. They carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions about people, places and environments, and use geographical skills and resources, such as maps and photographs.

**Key Stage 2**

During Key Stage 2, pupils investigate a variety of people, places and environments in the United Kingdom and abroad, and start to make links between different places in the world. They find out how people affect the environment and how they are affected by it. Pupils carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions, and use geographical skills and resources, such as maps, atlases, aerial photographs and ICT. Children will develop geographical enquiry skills, including asking geographical questions, collecting and recording information and identifying different views. They will acquire the appropriate practical skills associated with Geography, including using suitable vocabulary, fieldwork techniques and maps, plans and atlases. Pupils will use secondary sources of information with accuracy, including aerial photographs, satellite images, etc. As well as making its own distinctive contribution to the school curriculum, geography contributes to the wider aims of primary education. Teachers will ensure that links between subjects are maximized.

**Teaching and Learning**

At Cathedral Catholic Primary School we use a variety of teaching and learning styles in geography lessons. The principal aims are to develop skills and understanding as well as developing their technical knowledge. We believe children learn best when:

* They go on field trips and other places of interest
* They have access to secondary sources such as books, maps and photographs
* They are shown, or use independently, resources from the internet and videos
* They are able to use non-fiction books for research
* They are provided with opportunities to work independently or collaboratively to ask as well as answer geographical questions.

**Cross Curricular Links**

As a school we use the Lancashire KLIPs plans which highlight the cross curricular links in all topics. Here are a few examples:

**English –** Geography helps to develop the skills of reading, writing, speaking and listening. Where appropriate, links are made to an English unit of work e.g. the use of story maps. Cross curricular writing is expected and gives children a purpose to their writing.

**Maths** – Children learn to use numbers, such as calculating distances between towns, or looking at the area of land owned by settlers. Maths can also be applied when using co-ordinates to plot areas on a map as well as calculating distances between towns.

**Personal, Social and Health Education (PSHE) and Citizenship** – Through Geography they will learn how to recognise and challenge stereotypes. They will learn how society is made up of different cultures and they will begin to develop tolerance and respect for others.

**Computing** – They will use ICT in a variety of ways to enhance their learning such as; word processing, finding information on the internet, presenting information in a PowerPoint. They can make creative use of digital cameras to record geographical images.

**Geography Curriculum Planning**

We follow the Lancashire Scheme of work over a two year cycle which includes all skills and knowledge for the National Curriculum. We use these as the basis for our chevron list, which gives weekly objectives for the unit of work for each term. The class teacher keeps daily plans in their planning file. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit, and we plan progression into the schemes of work, so that the children are increasingly challenged as they move through the school.

**Health and Safety**

When planning fieldwork, teachers must complete a risk assessment prior to the trip. Teachers should refer to the school’s Health and Safety Policy and ensure that a risk assessment is completed using Evolve and signed off appropriately before embarking on the trip.

**Resources**

We have a range of books and interactive boards to access the internet as a class. Visits are planned to enhance learning and give hands on activity. People with an interest, or expertise, in a particular topic or area of geography could be invited into school to work with the children. These might be parents, grandparents, other family members, neighbours or representatives of the local community.

**Display**

Geography is displayed as a celebration of their success and to support their learning during the topic. When Geography is the lead subject it is expected that Geography work will be displayed. Refer to the Display policy for further details.

**Marking and Feedback**

Feedback is given to the children as soon as possible, and marking work will be guided by the school’s Marking Policy.

**Inclusions /Equal Opportunities**

**Vision**

There is neither Jew nor Greek, there is neither slave nor free, there is no male and female, for you are all one in Christ Jesus.’ Galatians 3:28

The Cathedral Catholic Primary School is founded on faith in Jesus Christ, and the life of the school is centred on His presence. At The Cathedral Catholic Primary School, every member of the school family is regarded as being of equal worth and importance. We endeavour to make sure each class teacher and subject leader understands the meaning of the word inclusion, which recognises differences, meets the needs of individuals and takes positive action, so that everyone has the opportunity to meet their full potential across the curriculum.

All children will be given access to geography irrespective of race, gender, creed, level of ability or nationality. Mutual respect and tolerance for all cultures will be promoted through the study of geography. This corresponds with the school’s curriculum policy of providing a broad and balanced education to all children. Through our geography teaching we provide learning opportunities that enable all pupils to make good progress. We take all reasonable steps to achieve this.

**SEN** -We strive hard to meet the needs of those pupils with special educational needs. This an area for development to ensure all children’s needs are met. For further information and support see appendix A.

**AGT** – We aim to challenge those children who are able, gifted and talented to ensure they make good progress. We strive to ensure that AGT children are given opportunities to apply geographical skills and encourage children to take risks where appropriate. For example: by changing the scale on a map; using more challenging i.e. higher order questioning; encourage them to be more precise in their findings and in the geographical vocabulary they use; to a have a more open ended task.

 **EAL** - We strive to ensure all EAL have access to the geography curriculum through the use of differentiation including word banks, pictures, Key vocabulary in their home language, books in their home language and use of support staff.

**Mobile** – We strive to provide a rich and balanced curriculum for all mobile children. We ensure they have the same entitlement regardless of time in school.

It is the responsibility of all teachers to ensure that all pupils, irrespective of gender, ability, including gifted pupils, ethnicity and social circumstance, have access to the curriculum and make the greatest progress possible.

**Assessment and Recording**

At The Cathedral Catholic Primary School, assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of children’s work is on-going to ensure that understanding is being achieved and that progress is being made.

**Monitoring**

Monitoring takes place regularly through sampling children’s work, and teacher planning, pupil discussions, through a book scrutiny and lesson observations. This is timetabled on the Monitoring schedule and linked to the Monitoring Policy.

**Roles and Responsibilities**

**The Geography subject leader will be responsible for:**

•Feedback to the governors on monitoring undertaken by the subject co-ordinator.

•Reviewing and updating the Geography policy and scheme of work.

•Monitoring the teaching and learning of geography on a regular basis.

•Purchasing geography resources.

•Offering support and advice on possible teaching activities to all staff.

**Teachers will be responsible for:**

•Including effective geography teaching activities in their short and medium term planning. •Assessment and levelling of pupils in accordance with school assessment policy.

•Informing the Geography Subject Leader of any resources required for their particular class.

**The Head Teacher will be responsible for:**

•Supporting the Geography co-ordinator.

•Allocating the budget.

**Professional development and training**

The subject leader attends local conferences and subject update courses when available and then reports back to school in staff training. The teachers are able to attend courses to update their subject knowledge and learn new and exciting ways to teach the topics.



GEOGRAPHY POLICY

January 2017

This Policy is based on best practice advice from Lancashire County Council.

The implementation of this policy will be monitored by Miss Kelly Hannah in consultation with the Leadership Team and a nominated Governor.

This policy will be reviewed as appropriate by The Senior Leadership Team

Intended Policy Review Date – January 2020

Approved by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Headteacher)

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Approved by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Governor)

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_