

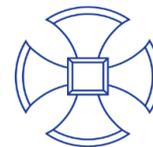
## Geography Policy 2022-2023

At St. Augustine’s we recognise that education is about more than academics and that good education helps children to grow in faith and morality. Our vision is to provide children with a broad, balanced and ambitious curriculum, which creates a passion for learning in all children regardless of any boundaries they may face. This policy will outline our curriculum intent, implementation and impact statements to ensure that children can achieve academically, morally, socially, culturally and spirituality.

“You can travel the seas, poles and deserts and see nothing. To really understand the world, you need to get under the skin of the people and places. In other words, learn about geography. I can’t imagine a subject more relevant in schools. We’d all be lost without it.” Michael Palin

### Curriculum Statement

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| <b>Intent</b>         | <p>In our school, the teaching of Geography inspires a curiosity and fascination about the world and its people that will remain with pupils for the rest of their lives. We aim to equip pupils with 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.</p> <p>Through their study of Geography, our children will learn to appreciate, value and understand God’s precious world on a local and global scale. We believe that by gaining the geographical knowledge and understanding of how the Earth’s features are shaped, interconnected and changed over time and the complex interaction between human and physical features, our children will understand their role within the world to protect it.</p>  |
| <b>Implementation</b> | <p>Our geography curriculum has been designed so topics build on one another with clear progression and links so that in subsequent year groups, children will be able to explore concepts deeper, applying their knowledge in different contexts.</p> <p>By taking a ‘<b>zoom lens</b>’ approach, our geography curriculum is organised so that pupils can develop their locational and place knowledge systematically as they progress through school. Starting with their immediate locality and progressing to the wider world, this allows our children to make comparisons as their knowledge and understanding develops.</p> <p>Throughout each topic, links are made to the interactions between human and physical processes to enable pupils to think about their role in protecting our world on a local and global scale. Through our carefully constructed ‘<b>key questions</b>’, our aim is to support children to become inquisitive and reflective learners who are able to organise their knowledge and showcase their understanding of what they have learned.</p> <p>By offering a variety of enrichment activities across our geography curriculum, we provide equality of access to knowledge and understanding, where all our pupils can achieve their full potential. These exciting and memorable activities also act as cues that our pupils can use to help retrieve key geographical knowledge generating <b>sticky learning</b>.</p> |



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| <p><b>Impact</b></p> | <p>At St Augustines RC Primary school, we believe that the impact of a high quality geography curriculum will foster a love and enthusiasm for the subject.</p> <p>We measure the impact of our curriculum through the following methods:</p> <ul style="list-style-type: none"> <li>➤ Assessing children’s understanding of theme linked vocabulary through formative assessment and conversations in lessons</li> <li>➤ The use of workbooks to demonstrate children’s processes</li> <li>➤ Images and videos of the children’s practical learning</li> <li>➤ Pupil voice</li> <li>➤ Moderation staff meetings and Trust moderation where pupil’s work is shared and there is the opportunity for a dialogue between teachers</li> <li>➤ Annual reporting of standards across the curriculum.</li> </ul> |
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### Statutory Requirement and Curriculum Entitlement

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with 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. As 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 change over time.

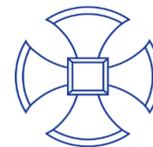
### Assessment

Assessment is an essential part of developing the children’s knowledge and understanding in Geography. It allows us to analyse the impact teaching has had on the children’s progress, informs future planning and identifies ways we can further improve children’s outcomes.

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|---------------------------|--|
| <p><b>EYFS</b></p>        | <p>Children in EYFS have their attainment on entry assessed by observations and their progress is tracked and monitored using continuous observation and assessment of individual children using Tapestry and data being logged termly onto the Lancashire Tracker.</p>  |
| <p><b>KS1<br/>KS2</b></p> | <ul style="list-style-type: none"> <li>• Low stakes starter activities/quizzes to assess prior learning</li> <li>• Monitoring of children's understanding, knowledge and skills by the class Teacher throughout lessons. This assessment is then used to inform the planning cycle</li> <li>• Each pupil has their own geography book where they record their work</li> <li>• The geography coordinator monitors teaching and learning through ‘book discussions’, discussions with teachers and pupils.</li> <li>• Geography end of unit assessments</li> </ul> |

### Curriculum overview 2022- 2023

Please see the Curriculum Overview on our school website for Geography coverage.



The National Curriculum is the basis for our Geography curriculum planning. A curriculum map has been devised in order to provide a framework for the Geography taught within our school. The implementation of Geography will depend on the topic each term for different year groups. The Geography objectives have been organised into various themes to make children's learning relevant and interesting. This also enables children to be given the opportunity to apply their Geographical skills and knowledge in other areas of the curriculum. Each class teacher creates a medium term plan. This feeds into weekly plans that list specific learning objectives.

Objectives that are ongoing such as naming and locating countries and cities within the world will be revisited throughout the school year.

The whole school plan aims to ensure progression and continuity in the knowledge and skills of Geography. Making links between aspects of Geography studied is encouraged, enabling children to build upon previous skills and experience.

## **Resources**

Each year band has a selection of teacher resources needed to support their topic. Children will have the opportunity to use the following resources: globes, atlases, visual media (including aerial photographs), digital mapping, information books, maps, graphs, compasses, measuring equipment and ICT.

## **Geography and ICT**

We believe at St Augustines RC Primary the use of ICT in Geography helps pupils to learn by providing access to large quantities of information on people, places and environments. It also provides the framework for analysing data to investigate patterns and relationships in a geographical context. Once the pupils have made their findings, ICT can support in organising, editing and presenting information in many different ways. ICT provides the teachers and students with immediate access to up to date geographical information. The children are able to use a wide range of multimedia resources to help them visualise places through pictures, animations and sound. The children can explore the world through interactive maps using Google Earth and Digital Mapping. The internet or email enables the children to interact with peers and other communities to access and research information and exchange details on weather, culture and environment.

## **Field Work**

Teachers are encouraged to plan opportunities to use the school grounds, local environment and going further afield to conduct geographical fieldwork.

## **Equal opportunities and Inclusion**

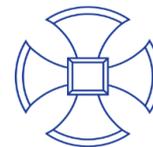
All pupils are entitled to access the Geography curriculum at a level appropriate to their needs arising from race, gender, ability or disability, religion, social background and culture. Fieldwork may have to be adapted to take into account individual requirements.

Teachers provide differentiated activities, support and resources to meet the needs of individuals. Additional support is provided to ensure that all pupils have appropriate opportunities to develop their ideas and work; whatever their ability beliefs or backgrounds.



**St Augustine of Canterbury  
Roman Catholic Primary School**

*Christus Heri, Hodie, Semper*



**SEND**

- Children with special needs will be identified and work within their individual level. If needed, they will have an IEP and work with support under direction of the class teacher. A range of intervention programs are available across school.

**Catholic Distinctiveness**

The book of Genesis describes the creation of the world and teaches that God created humans in his image. At St Augustines RC Primary, children are taught to take responsibility for the world that God created. Children are encouraged to take responsibility and care for all in our school, community and the wider world. We provide a safe, nurturing and loving environment for pupils, parents and staff. Our school Catholic values are at the heart of everything we do and these are threaded throughout our curriculum. Through Geography, pupils are taught the knowledge and skills to better understand local, national and global issues. We use an enquiry approach to bring these issues to life and encourage activism and responsibility. Through our Eco club, Eco monitors and Sustainability topics, we encourage children to take responsibility for the school and local environment.

*This policy also needs to be in line with other school policies and therefore should be read in conjunction with other school policies found on our website.*

**Update to Policy Record Sheet**

| 08Date     | Reference / aspect of policy to update | Suggested amendments to consider at next review. |
|------------|--|--|
| 08.12.2022 | First draft of policy.                 |  |