

HOLY SOULS RC PRIMARY SCHOOL

Pride in our achievements



Geography Policy

Vision Statement

Holy Souls School is a Catholic School where we share our life in Christ in the growing knowledge that Jesus loves us. Our school is a place where everyone is able to feel welcomed, valued, secure, loved and happy. Everyone who comes into our school will be treated with respect. We remember that Jesus said, 'Treat others as you would like them to treat you'

Agreed by Full Governing Body
in 2nd April 2025

Review Date: Spring 2028

Holy Souls R.C. Primary School

Policy Statement for Geography

Introduction

This document is a statement of the aims, principles and strategies for teaching and learning of Geography. It was developed during the Spring term of 2025, through a process of consultation with staff and Governors.

Mission Statement

“To love one another as I have loved you,” is at the heart of our Mission Statement. Holy Souls School is a place where we share our life in Christ, in the growing knowledge that Jesus loves us. Our school is a place where everyone is able to feel welcomed, valued, secure, loved and happy. Everyone who comes into our school will be treated with respect and valued as a unique member of our school family.

In our Mission Statement we aim to value everyone’s talent and develop an appreciation of our environment.

Intent

The intention of the Geography Curriculum at Holy Souls Primary School is to inspire children’s curiosity and interest to explore the world that we live in and its people, which aims to ignite a love of learning. We intend to equip children with geographical skills to develop their knowledge through studying places, people and natural and human environments. This seeks to deepen the understanding of the Earth’s human and physical forms and processes. Geography, by nature, is an investigative subject. 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.

Implementation

In ensuring high standards of teaching and learning in Geography, we implement a curriculum that is progressive throughout the whole school. Geography is taught through half-termly topics, focusing on the knowledge and skills stated in the National Curriculum. We use PlanBee as our scheme of work. The topics are sequenced to allow progression in geographical enquiry and mapping skills, for example, looking at the different seasons in the United Kingdom in Year 1 and moving onto looking at the earth’s climate and extreme temperature in Year 6. Teachers are encouraged to plan opportunities for learning outside the classroom e.g. using the school grounds and the local area for fieldwork, enabling children to base learning on first hand experiences to enhance the teaching and learning in Geography.

Strategies for the Teaching of Geography

At Holy Souls Primary School, teachers implement a range of teaching methods in Geography to meet the needs of the children in their class. Methods that teachers adopt enable children to access a range of resources to develop their geographical knowledge and understanding.

Teachers utilise many different techniques such as:

- Knowledge provided by the teacher.
- Use of the school grounds and local area for fieldwork.
- Individual and group enquiry.
- Use of atlases, maps, photographs and videos.
- Use of ICT to aid research and for use of maps.
- Role play and drama-based activities.
- Creative activities such as building models, creating maps and aerial views using different materials and showing routes.
- Visits to places to support a topic and development of skills, where possible.

An enquiry approach should be adopted whereby children are encouraged to ask geographical questions to find the answers they need or to use resources provided to investigate further and find out.

Content

Foundation Stage

We teach Geography in the Early Years Foundation Stage (EYFS) as an integral part of the topic work covered during the year. Geography learning in the EYFS is linked to the objectives set out in the Early Learning Goals (ELGs) that underpin the curriculum planning for children aged three to five. Geography makes a significant contribution to the ELGs covered within one of the four specific areas of learning in the EYFS framework – Understanding the World (UW).

The Early Learning Goals aim to encourage children to:

- Observe, find out about and identify features in the place they live and the natural world.
- Find out about their environment and talk about those features they like and dislike.
- Look closely at similarities, difference, patterns and change.
- Begin to know about their own cultures and beliefs and those of other people.

Key Stage 1

In Key Stage 1, pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to

human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Key Stage 2

In Key Stage 2, pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom, Europe and North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Role of the Geography Co-ordinator

The monitoring of the standards of children's work and of the quality of teaching in geography is the responsibility of the geography lead. The work of the leader also involves supporting colleagues in the teaching of geography, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school.

The Subject Leader is responsible for improving the standards of teaching and learning in Geography through:

- Monitoring and evaluating Geography.
- Provision of Geography across the school.
- The quality of the learning environment.
- Taking the lead in policy development.
- Auditing and supporting colleagues in their CPD.
- Purchasing and organising resources.
- Keeping up to date with recent Geography developments through their own CPD and that of others.
- Monitoring and assessment of Geography across the whole school.

Resources

Resources are kept centrally in the Bright Sparks. They include globes, atlases, maps, videos, DVDs and reference books. Resources relating to topics are kept in classrooms. A record of all resources in school can be found in the Subjects Co-ordinator's file. The Geography co-ordinator must ensure staff are given access to library loans.

ICT

Opportunities for ICT are given throughout the curriculum. ICT can help children's learning in geography by:

- Enhancing their skills of geographical enquiry
- Providing access to a range of information sources, unavailable in other forms
- Collecting data

- Increasing the variety of ways in which children can record their findings.

Assessment

Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that the knowledge and skills which are being developed lead to securing good progress. Feedback is given to the children as soon as possible, and marking work will be guided by the school's Marking Policy. Summative assessment of children's knowledge can take place through an end of unit piece of writing which helps to assess children's knowledge or a short verbal or written quiz. Geographical enquiry skills will be assessed through observations and discussions with the children as well as work recorded in their Geography books. Children will be involved in learning talks led by subject leaders to help ensure a balanced coverage of skills and knowledge.

Special Educational Needs

Provision is made for those with Special Educational needs. Each teacher ensures in their planning that appropriately differentiated tasks are available to those with SEND. We recognise the importance of building children's self esteem and will reinforce what they can do positively.

Gifted, Able and Talented Pupils

We recognise the need to provide a differentiated curriculum for more able pupils also. With a focus on the teaching, learning and assessment of geographical skills, teachers will have the information necessary to track forwards across levels to meet the needs of the more able pupils.

Reporting to parents

Parents will receive feedback from teachers at both parents' consultations during the school year. Feedback will be given in line with the school's current assessment system. An attainment and effort grade will be provided in the report at the end of the summer term.

Equal Opportunities and Inclusion

We aim to provide for all children so that they achieve as highly as they can in Geography according to their individual abilities. More able children will be identified and suitable learning challenges provided to deepen and strengthen their skills in history.

We have high expectations for every child, whatever their background or circumstances. Children learn and thrive when they are healthy, safe and engaged. In order to engage all children, cultural diversity, home languages, gender and religious beliefs are all

celebrated. Our curriculum includes a wide range of texts and other resources which represent the diversity and backgrounds of different children.

We recognise that parents play a large part in the education of their children. Parents and staff work together in partnership to encourage the qualities, attitudes, knowledge, understanding and competences which are necessary to equip children for adult life.

Impact

Children will have developed the geographical knowledge and skills to help them explore, navigate and understand the world around them and their place in it. Children's knowledge and skills will develop progressively as they move through the school, not only to enable them to meet the requirements of the National Curriculum but to prepare them to become competent geographers in secondary education. We want the children to have thoroughly enjoyed learning about Geography, therefore encouraging them to undertake new life experiences now and in the future.

Reviewed January 2025