

St Mary of the Angels



Geography Policy

Introduction

This Geography Policy outlines the vision, aims, and implementation of Geography as a subject at St Mary of the Angels Catholic Primary School. It adheres to the 2014 National Curriculum in England while reflecting the values and mission of our Catholic school community.

Vision and Aims

Our vision for the Geography curriculum is to inspire children to develop a curiosity about the world around them, enabling them to understand their place in it and make informed choices about how they interact with it. This is achieved by:

- Providing a well-structured and rich curriculum that encourages key skills such as critical thinking, problem-solving, and decision-making.
- Fostering awareness of local, national, and global issues and their implications.
- Cultivating respect for God's creation and an understanding of our responsibility to care for the environment.
- Encouraging respect and appreciation for diverse cultures, communities, and geographical features.

Curriculum Structure

National Curriculum Requirements

Geography is taught according to the guidelines set out in the 2014 National Curriculum. We ensure all pupils:

- Develop knowledge about the world, the United Kingdom, and their locality.
- Gain an understanding of geographical concepts, such as place, space, and the interactions between people and environments.
- Develop fieldwork skills and experience through hands-on activities and inquiries.

Key Stage 1 (Years 1-2)

- **Locational Knowledge:** Name and locate the world's seven continents and five oceans.

- **Place Knowledge:** Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area in a contrasting non-European country.
- **Human and Physical Geography:** Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas in the world.
- **Geographical Skills and Fieldwork:** Use simple compass directions and locational language to describe the relative position of features.

Key Stage 2 (Years 3-6)

- **Locational Knowledge:** Locate countries and capitals, including UK counties and major cities.
- **Place Knowledge:** Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region in North or South America.
- **Human and Physical Geography:** Describe and understand key aspects of physical geography including climate zones, biomes, and rivers, alongside human geography including economic activity and land use.
- **Geographical Skills and Fieldwork:** Use maps, atlases, and digital mapping to locate countries and describe features studied.

Teaching and Learning Approaches

To achieve an outstanding Geography education, teachers will:

- Employ a range of pedagogical approaches that cater to different learning styles, ensuring every child can engage with and enjoy Geography.
- Use enquiry-based learning to promote investigation and research skills, encouraging pupils to ask questions and explore geographical themes actively.
- Integrate cross-curricular links, particularly with Science, History, LOfC and Religious Education, to deepen understanding and relevance.

Assessment and Progress Tracking

Regular formative and summative assessments will inform teaching and provide feedback to pupils. This includes:

- Observational assessments during fieldwork and practical activities.
- Collaborative group work and presentations as a method to assess understanding and engagement.

- Use of our internal End Point assessment system (linked to the national curriculum attainment targets) to evaluate progress at the end of each term.

Resources

- A variety of resources, including atlases, digital mapping tools, fieldwork equipment, and geographical databases, will be available to support teaching and learning.
- Access to local environments (school site, Forest School area, Sensory Garden, Rivacre Valley, Little Sutton village) for field studies, encouraging real-world connections to the curriculum.

Professional Development

Staff will engage in ongoing professional development to stay abreast of current best practices and national updates in geographical education. Much of our professional development will be led internally by the subject leader and links with our Edsential school adviser.

Community Involvement

We value the role of the community in shaping children's geographical education, actively inviting parents and community members to participate in projects, share their expertise, and support field trips.

Conclusion

This Geography Policy is a living document that will be reviewed annually to ensure it meets the needs of our pupils and reflects changes in national standards. We aim to provide an outstanding Geography education that prepares our pupils to be informed, caring, and responsible citizens of the world.

Reviewed: September 2024

Next Review Date: September 2025