



*Jesus is the centre of our lives,  
Our learning and friendships.  
In a safe, happy and caring community  
Where all are welcome.*

**HOLY CROSS CATHOLIC PRIMARY ACADEMY**

**GEOGRAPHY POLICY**

**FEBRUARY 2022**

**REVIEW FEBRUARY 2024**

## **Introduction**

Geography is the study of places and the physical processes and human activities, which shape these places and affect the people who live in them. Geographical enquiry helps children to learn about their immediate surroundings and the broader world and about how the environment can affect their lives and determine decision-making. It develops knowledge of places and environments throughout the world, an understanding of maps and a broad range of investigative skills. The study of Geography helps children to develop a sense of identity and their place in the world through learning about the United Kingdom and its relationships with Europe and the rest of the world.

## **INTENT**

At Holy Cross Catholic Primary Academy, we want to inspire children's curiosity about their world and to engage them in outdoor learning and geographical enquiry.

Our curriculum has been sequenced to enable children to gradually widen their sense of scale from their immediate geography to global. This is organised and shared in the long-term overview.

The curriculum at Holy Cross aims to ensure that all children: Gain 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 children 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.

The curriculum intent for each sequence of learning is set out in the medium-term plan for each unit.

## **IMPLEMENTATION**

- Geography is taught termly, focusing on knowledge and skills stated in the National Curriculum.
- Lessons are carefully planned for progression and depth.
- The local area is utilised to achieve the desired outcomes, with opportunities for learning outside the classroom embedded in practice. Each class is able to make use of our outdoor area to broaden their experience.

## **IMPACT**

- Our Geography Curriculum is high quality, well thought out and is planned to demonstrate progression.
- As children progress throughout the school, they develop a deep knowledge, understanding and appreciation of their local area and its place within the wider geographical context.
- If children are evidencing knowledge, skills and understanding of the taught curriculum, they are deemed to be making good or better progress.
- Children at Holy Cross are equipped with geographical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world.
- We want the children to have enjoyed learning about geography, thus encouraging them to undertake new life experiences now and in the future.

### **Teaching and learning style.**

In all Key Stages, Geography needs to be related to the children's own experiences and it must stimulate their imagination and desire to discover more. We use a variety of teaching and learning styles in our Geography lessons. We believe in whole class teaching methods, and we combine these with enquiry based research activities. We encourage children to ask as well as answer geographical questions. We offer them the opportunity to use a variety of data, such as maps, statistics, graphs, pictures, and aerial photographs, and we enable them to use Computing in Geography lessons where this serves to enhance their learning. Children take part in role play and discussions, and they present reports to the rest of the class. They engage in a wide variety of problem-solving activities. Wherever possible, we involve the children in 'real' geographical activities.

There will be evidence in the learning environment of:

- a variety of resources.
- maps and diagrams, including maps made by the children, with key features relating to the topic.
- items which reflect geography in the news. E.g. significant events such the effects of natural disasters or ecological issues and items that challenge pre-conceived fact.
- provision of adequate display space and geographical terms linked to topic displays.
- word banks in the classroom with vocabulary relevant to the topic.

### **Teachers will ensure that:**

- Geography learning is covered in its entirety.
- each unit being planned includes opportunities for children to Investigate, handle artefacts, look at pictorial evidence, watch geographical footage, take part in role play activities, visit relevant sites and carry out field work.
- links between subjects are maximised.

## **Assessment and Expectations**

- Staff are expected to gather evidence of what individual pupils know, understand and can do in geography by observing them at work, listening to and discussing with them, and evaluating any work they produce.
- Geography is assessed using the National Curriculum age expectations recommendations.
- The Geography subject leader analyses data on a termly basis.
- All work should be marked following the schools marking policy and subsequent lessons adapted as necessary.
- Summative assessment is recorded on Target Tracker at the end of each unit/term.
- Skills are assessed, and a record is kept on an Excel spreadsheet. This document is updated at the end of each unit/term.

## **Fieldwork**

Fieldwork is integral to good geography teaching, and we include as many opportunities as we can to involve children in practical geographical research and enquiry.

Fieldwork and skills are a fundamental part of the geography curriculum. Where possible, these skills are incorporated into the termly topics and are noted as such in the planning, but teachers also recognise when they need to be taught as a discrete area of the curriculum in addition to the termly topics.

## **Outdoor Learning**

Our environmental area provides many cross curricular links with geography. Within this school setting, children have the opportunity to explore the outdoor environment of the school. They are taught and encouraged to use maps and compasses. They are able to draw maps of the area and participate in orienteering and 'treasure hunt' style activities. Since this provision takes place throughout the year, children have the opportunity to observe and record the changes in the seasons and weather. Children are also able to explore links with the human geography curriculum such as looking at human impact on woodland and learning about waste, recycling and environmental/climate issues.

## **Inclusion**

We recognise the fact that there are children of widely different geographical abilities in all classes, and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details see separate policies: Special Educational Needs; Disability Non-Discrimination and Access; Gifted and Talented.

### **Safeguarding**

Our school takes its responsibilities of safeguarding children very seriously. All staff will ensure at all times that the safety and well-being of children is the first consideration. Staff will consider the health and safety aspects of any activities offered to children and check the suitability of any visitors engaged to work with the children.

### **Equality**

At Holy Cross Catholic Primary Academy, equality considerations are central to all that we do. We are committed to promoting equality of opportunity and to preventing all unlawful discrimination whether against individuals or groups on grounds of age, race, gender, physical or learning disability. Equality is simply not a minority issue. It is important to everyone.