



**ST. PETER'S  
PRIMARY  
SCHOOL**  
EVERYONE COUNTS

## **GEOGRAPHY POLICY**

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1.1

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## Statement of Intent

At St Peter's Primary School, the *Geography* curriculum is designed to give all students the confidence and experience to help inform and shape ideas; investigating human and physical strands of the multi-faceted subject. This will enable students to become global citizens and have the cultural literacy to be role models for the future and set a trail for others to emulate. Considering themes such as sustainability, development and climate change in their everyday lives.

*Geography* offers the opportunity to study a range of topics that investigate the physical processes of our planet, human societies and the economic and environmental challenges within the local, national and global context. This gives students the confidence to interact with the wider world, leading to fulfilled and positive life experiences. The curriculum encourages students to ask questions, develop critical thinking skills, and layer a deeper understanding of complex concepts as the course navigates through the curriculum.

## Aims

At St Peter's Primary School, we believe that high quality teaching of geography is about:

- Developing a sense of place.
- Developing skills in investigating the physical and human features of the pupils' surroundings.
- Increasing pupils' knowledge and understanding of the different communities and cultures within St Peter's Primary School, their locality and the world and understanding how these all relate to one another.
- Developing pupils' competence in specific geographical skills (such as use of maps, secondary sources, ICT, aerial photographs, data logging equipment and considering evidence from a range of sources).
- Develop a sense of responsibility and respect for our school grounds, earth, its people and its resources.
- Developing an awareness that the world extends beyond the pupils' own environment.

We link these wherever possible to our school values, resilience, pride, reflection, aspiration and respect.

## Curriculum

Children follow the 2014 National Curriculum for Geography which sees them undertake a broad and balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development.

Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the scheme of work, we offer them an increasing challenge as they move through the year groups.

The Geography curriculum is part of the school long-term plan where themes are covered termly and many topics are covered across a number of subjects.

## Early Years

Geography is taught in reception as an integral part of the topic work covered during the year. We relate the geographical aspects of the children's work to the objectives set out in the Early Years curriculum which underpin the planning for children aged three to five. Geography makes a significant contribution to the ELG 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.

## Resources

Resources for teaching the key concepts and skills of Geography are stored in school. There is a selection of information books, pictures and photos, atlases, globes, visual media (including aerial photographs), maps, compasses, graphs, measuring equipment and the internet.

## Teaching and Learning

The curriculum is delivered through cross-curricular topics and is integrated within English and math. At St Peter's Primary School, we aim to teach high quality geography around our creative topics (although some learning objectives may need to be taught explicitly).

Geography is taught through practical, appropriate activities which help to provide a context for learning.

## Health and Safety

Visits and fieldwork are an essential part of the Geography Curriculum helping to develop geographical enquiry and skills. Children learn best when the learning environment is ordered and they feel safe, any visit should be well-organised and provide a stimulating and valuable experience.

The pupils should prepare well for the visit and, on their return, use the experience to good effect in the classroom. The class teacher, or leader, should plan the visit meticulously, with the pupils' safety and welfare paramount. A full risk assessment will be carried out for each visit and reviewed by the Co-Headteachers before any visit. Please see the Policy for Educational Visits for detailed information.

## Assessment, Recording and Reporting

Pupils' work and progress are assessed during lessons and on completion of work using a range of formative assessment processes e.g. questioning, discussion, marking (as per the marking policy).

Attainment is assessed at the end of each year against the requirements of the National Curriculum. This is reported to the next teacher. Pupils' achievements in the subject are reported to parents on the end of year report.

## The Role of the Geography Co-ordinator is to:

- Support colleagues in teaching the subject content and developing their skills in planning, teaching and assessing geography.
- Renew, update and oversee the audit of resources needed to deliver the curriculum.
- Monitor and evaluate the learning and teaching of geography.
- Develop assessment and record keeping ensuring progression and continuity.
- Keep informed of developments in the teaching and learning of geography.

## Equal Opportunities, Inclusion & Differentiation

All children regardless of race, culture, religion, social background, gender or academic ability, have equal access to Geography in order to develop their personal, geographical capability. We carefully plan, monitor and assess to ensure all of our pupils feel valued.

Fieldwork may be adapted to take into account individual requirements. Learning is challenging, yet achievable by all children, whatever their abilities and differentiation is achieved by both work set and outcome.

We aim to teach children to uphold where applicable, British Values and a mutual respect and tolerance of those with different faiths and beliefs.