
OUR LADY IMMACULATE CATHOLIC PRIMARY SCHOOL GEOGRAPHY POLICY

Introduction

Geography is an essential and valued element of the National Curriculum. The Royal Geographical Society recognises Geography as much more than just a subject to be taught:

‘Geography is the study of Earth’s landscapes, peoples, places and environments. It is, quite simply, about the world in which we live’

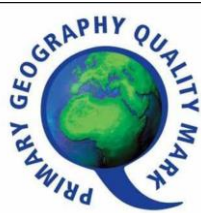
Geography is a way to explore, appreciate and understand the world around us. It stimulates curiosity and imagination. Through our curriculum we aim to build upon the child’s ‘personal geography’ by developing geographical skills, understanding and knowledge through studying places and themes. Geography should always be relevant to children’s lives.

Aim

It is our aim to provide the children in our care with the opportunity to experience geography to the fullest extent and to develop an understanding of the world around them.

We achieve this by:

- **Providing the highest quality teaching and learning experience possible.** Our children develop a curiosity and fascination about the world around them through interaction, investigation and actually ‘living in and experiencing’ the world. We use opportunities for fieldwork and orienteering in our local environment and further afield to support classroom based learning.
- **Seeking the highest professional standards at all times, thus striving to provide a meaningful, stimulating and rich curriculum.** We provide opportunities for staff to learn and further develop their geographical skills and knowledge, in order to provide the best for our children. We use creative approaches to stimulate learning and place a high value on using real life issues to promote understanding.
- **Promoting excellence and enjoyment in the subject.** Delivering the subject in a topic based format allows opportunity for cross curricular learning which enhances key skills and allows for progression across all curriculum areas.



In 2019 we received the Bronze Primary Geography award which reflects the quality of teaching and learning that takes place in our school. The award ensures ‘lively and effective geographical learning in primary schools.’ We will continue to ensure these standards are met by guaranteeing children are not afraid to take risks, and innovate and challenge to achieve further progress in geography.

Over the next few years, we will be aiming to achieve silver in the Primary Geography Quality Mark.

Role of subject leader Curriculum Design

- Prepare the school’s Geography Curriculum Policy document. (in consultation with other teachers and the head teacher).
- Be involved in long-term planning for the whole school.
- Work with staff to co-ordinate medium term plans, using our school progression documents and an ‘S’ planning format.

- End each topic with a post assessment task to monitor progress and assess knowledge and skills.
- Encourage cross-curricular links where appropriate.

Communication

- Encourage positive, enthusiastic attitudes towards geography.
- Work alongside other members of staff, offering advice and support.
- Promote links with other schools, outside agencies and facilitates parental involvement.
- Support the integration of ICT in geography.
- Celebrate the geography that is going on in school e.g. through displays

Monitoring

- Monitor standards of geography by looking at examples of pupils' work across the school.
- Observe, on occasion, the teaching of geography in different age phases. This could be done through learning walk or team teaching sessions.
- Ensure both Teacher and pupil voice is heard regularly.
- Review the geography policy, use of ODDIZZI across the school.
- Ensure that work is celebrated through displays in classrooms and in different areas of school.
- Ensure progression documents are being used for each topic.
- Monitor Insights data and any topics children are doing particularly well or struggling in. If so support staff and children however they need it.

Resources

- Undertake an audit and evaluate the existing resources and their relevance to the geography scheme work.
- Prioritise resources needed and manage the budget and purchases of new resources.

Professional Development

- Keep up to date on all the latest developments in geography
- Set a good example of classroom practice.
- Promote Geography good practice throughout the school - support and extend good practice among your colleagues in their classes.
- Attend appropriate CPD courses and report back to staff, as well as sending other members of staff on appropriate geography courses.
- Provide guidance to all members of staff.

Role of classroom teacher

Each classroom teacher has the responsibility to deliver a stimulating and varied Geography curriculum. Teacher's must plan and teach appropriately for all lessons, showing clear differentiation and challenge in order to meet the needs of all learners.

A variety of teaching approaches should be used to teach Geography:

- Whole class teaching
- Talking partners
- Mixed ability group work (co-operative groups)
- Problem solving and investigation
- Practical work
- Question and answer sessions, discussions and debates
- Individual and group research
- Use of key questions to promote higher order thinking skills
- Role play and drama
- Fieldwork and visits

Formative assessment should take place in a range of ways including pictures and video, speaking and listening, presentations, displays and recording in books. Our school marking policy should be adhered to when marking work recorded in books. Summative assessment should be undertaken through our assessment procedure for foundation subjects.

Curriculum Entitlement

Children will be taught a range of knowledge of skills in both Key stage 1 and Key stage 2. Both key stages will focus on Locational knowledge, Place knowledge, Human and physical geography and Geographical skills and fieldwork.

Key Stage One

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 Two

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, 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.

The curriculum is suitably differentiated to suit the needs of all children, including those with special educational needs. All necessary adaptations will be made to enable all children to access the curriculum. Geography provides excellent opportunities to enhance the learning of more able pupils through the development of higher order thinking skills, creativity and self-expression.

Implementation

At Our Lady Immaculate Catholic Primary School, we implement the Geography curriculum using the National Curriculum programmes of study along with the online, interactive resource 'ODDIZZI'.

At the end of each new topic children have to complete a post assessment task so assess their key learning within that topic.

Progression is planned within the curriculum so that children are increasingly challenged as they move up through the school.

Assessment

We believe that effective assessment provides information to improve teaching and learning. We give learners regular feedback on their learning so that they understand what it is that they need to do better. This allows us to create detailed planning based on a sound knowledge of each pupil. We give parents regular written and verbal reports on their child's progress so that teachers, children and parents are all working together to raise standards for all our children.

Each child is assessed in geography against the National Curriculum. This provides an overview of those children working below expectations, at expected level or above expected level.

During the planning stage, clear learning objectives for each lesson are set and opportunities for ongoing assessment are identified. As with all subjects taught at Our Lady Immaculate Catholic Primary School class teachers use Assessment for Learning (AfL) to continually inform and adapt their planning to suit the needs of the children in their class. Self-assessment and peer-assessment are also encouraged in order to foster independence and develop the children's evaluative skills.

The medium term plans sequence the learning intentions into cohesive steps to ensure progression and coverage of the key objectives.

Monitoring

Geography will be monitored across the whole primary phase on a half termly basis. Planning will be monitored to ensure all key objectives for a particular year group and being taught and are focussed on what children are learning in that lesson. Planning must ensure that all teaching and learning is relevant and that lessons are stimulating and engaging and challenging. In light of this monitoring, staff will receive feedback and support with their planning.

Children's work will also be monitored to ensure that the level appropriate to their age or ability. The work should show elements of cross curricular learning e.g. implementing ICT. Work should be directly related to the learning intention, allowing children to know whether they have met the learning intention or how they need to improve or progress in order to meet it. Children's work will be monitored in the form of displays, written work in books, and through media e.g. recording of presentations.