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**MISSION STATEMENT**



**Geography Policy**

**Reviewed - Summer 2022**

**Next Review – Summer 2024**

**Why is Geography important?**

“Primary geography is a curriculum jewel. Geography is challenging, motivating, topical and fun. In our diverse society children need, more than ever before, to understand other people and cultures. The Geographical Association believes that geographical knowledge, concepts and skills are essential components of a broad and balanced curriculum. Geography makes a major contribution to children's physical, intellectual, social and emotional development. In short, geography matters!

**(The Geographical Association, 2009)**

**Aims and objectives**

Geography teaches an understanding of places and environments. Through their work in geography, children learn about their local area and compare their life in this area with that in other regions in the United Kingdom and in the rest of the world. They learn how to draw and interpret maps, develop the skills of research, investigation, analysis and problem solving through fieldwork. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures. The teaching of physical geography enables them to recognise the importance of sustainable development for the future of mankind.

**The aims of geography are:**

* to enable children to gain knowledge and understanding of globally

 significant places in the world (both terrestrial and marine);

* to increase children’s knowledge of other cultures and, in so doing,

 teach a respect and understanding of what it means to be a positive

 citizen in a multicultural country;

* to allow children to learn geographical vocabulary and graphic skills, including how to use, draw and interpret maps;
* to enable children to know and understand environmental problems at a local, regional and global level;
* to encourage in children a commitment to sustainable development and an appreciation of what ‘global citizenship’ means;
* to have the experience of fieldwork to gain a better understanding of geographical processes and to understand how these processes bring about change over time;
* to develop a variety of other skills, including those of enquiry, problem solving, computing, investigation and how to present their conclusions in a variety of ways.

**Teaching and learning style**

We use a variety of teaching and learning styles in our geography lessons. 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 IT in geography lessons where this serves to enhance their learning. Children take part in a variety of activities and discussions within lessons.

It is recognised that all pupils must be given opportunities to show what they know and can do. Recognising the different abilities within a class means that teachers must plan at a class, group and individual level. This involves using a range of teaching styles which match the experience of all pupils within the class and cater for all children, regardless of ability. We provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

We achieve this by:

* setting common tasks which are open-ended and can have a variety of expected outcomes and responses;
* setting tasks of increasing difficulty;
* setting appropriate challenges for all children
* providing resources of different complexity or by modifying the amount of information given to some pupils;
* where applicable, using classroom assistants to support the work of individual children or groups of children;
* independent learning- finding answers from a range of resources.

**Curriculum Provision**

At St Patrick’s Catholic Primary School, we are committed to providing the best possible provision for children of all abilities. We plan our teaching and learning so that each child can aspire to the highest level of personal achievement. Our teachers plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children’s learning.

Our aims are to:

• Provide a high quality curriculum and effective teaching

• Provide opportunities to extend and challenge pupils through mastery tasks

• Ensure that all children achieve their full potential

• Provide a range of activities which provide enrichment in all areas of the curriculum.

**Equal opportunities and Inclusion**

Geography plays an important part in the life of our school. Children are able to enjoy and achieve. It is available to every child and all children take part in a range of activities, making a positive contribution to the life of the school and local community.

Activities both within and outside the classroom are planned in a way that encourages full and active participation by all children, matched to their knowledge, understanding and previous experience.

Children have equal opportunities to develop their understanding and enjoyment of Geography regardless of ethnicity, race, gender and ability. Every effort is made to ensure that activities are equally interesting to all genders.

At St Patrick’s Catholic Primary School, we value all cultures; our teachers ensure that all pupils have access to resources that do not contain race, ethnicity or gender stereotypes. Teachers ensure that the curriculum is appropriate for the needs of all children.

**Geography curriculum planning**

Geography is taught in half-termly blocks in Key Stage 1 and Key Stage 2. Each year group covers three topics per academic year. Currently, Geography is taught using the Rising Stars Geography Scheme of Work, in line with the National Curriculum. Each unit taught includes suggested activities in order to achieve the objectives set. However, teachers may choose to adapt and supplement the lesson content, provided any adaptations meet the requirements of the area of focus. Planning includes clear learning questions (LQs) and success criteria. Teachers must consider key questions, vocabulary and pre-empted misconceptions to address.

The Geography Curriculum Overview shows the units to be taught in each respective year group. The medium-term plans (sequential plans) ensure that the key skills are being taught in each year group and a clear progression is evident.

**Foundation Stage**

We teach geography in the EYFS as an integral part of the topic work covered during the year, relating the geographical aspects of the children’s work to the objectives set out in the Early Learning Goals. Geography makes a significant contribution to the ELG objectives of developing a child’s knowledge and understanding of the world.

**Fieldwork**

Fieldwork is integral to good geography teaching and we aim to include as many opportunities as we can to involve children in practical geographical research and inquiry. Where children are to participate in activities outside the classroom, for example, a field trip, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

**Assessment and recording**

Individual progress in Geography will be recorded and reported in accordance with the school assessment policy. Children are encouraged to take part in a range of self-assessment and evaluation activities, such as: peer marking and the use of talk partners. Progress in geographical knowledge and skills will be assessed by the class teacher at the end of each topic and used to inform future planning on an individual and class basis.

**Monitoring and review**

The geography subject leader is responsible for monitoring the standard of the children’s work and the quality of teaching in geography. The geography subject leader is also responsible for supporting colleagues in the teaching of geography, and for being informed about current developments in the subject.