



St. Mary's
Catholic Federation

St Mary's Catholic Federation, Carshalton

Learning, playing and growing together in the love of Jesus

Geography Policy (Curriculum) (Bi-Annual)

This policy is to be read in conjunction with the following policies: Curriculum Overview Statement, Assessment, Teaching & Learning, Inclusion, Health and Safety, Equal Opportunities and Safeguarding & Child Protection policies as well as the Curriculum Overview statement.

Geography Subject Leads: T Causey & G Johnston

Committee: SLT

Date Prepared: July 2023

Date Approved: September 2023

Date of Review: July 2025

Approved by Full Governing Body Date: September 2023

Chair of Governors Signature:

Safeguarding Statement

This school takes notice of and adheres to all the national and local policies and guidance in regard to Safeguarding Children and Young People.

Lead Safeguarding Person Junior School: Mrs M Kenny

Lead Safeguarding Person Nursery & Infant School: Mrs M Quinn

Safeguarding Deputy: Mrs F Black, Mrs M Kenny, Mrs E Heath and Mr S Pratsis

Governor designated safeguarding officer: Mr T Richmond



"St Mary's is committed to being a Rights Respecting School to inspire and support the children, parents and school governors in school and the wider community."

Intent:

Teaching Geography is important because:

- It provides a purposeful means for exploring, appreciating and understanding the world in which we live and how it has evolved.
- It teaches children about their own locality, whilst becoming aware of the wider world beyond their own environment and how to make a difference and become positive contributors to it.

It encourages children to learn through experience, particularly through practical and fieldwork activities

The strands in Early Years are:

- Children know about similarities and differences in relation to places, objects, materials and living things.
- They talk about the features of their own immediate environment and how environments might vary from one another.
- They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions

The strands in KS1/KS2 Geography are:

- Locational knowledge
- Place knowledge
- Human and physical Geography
- Geographical Skills and fieldwork

Geography's fundamental role lies in helping children to understand the world, its environments and places near and far, and the processes that create and affect them. It encourages a holistic appreciation of how the world works and of the interconnections between concepts such as scale, community, cultural diversity, interdependence and sustainability. Geography is a subject that contextualises and extends the possibilities for developing and applying language and mathematics, and enriches understanding of, and in, subjects from science and history to art and design.

Implementation:

We organise the teaching of *Geography* within the school to take into consideration the requirements of the National Curriculum and to make the curriculum accessible to all pupils. To ensure this, class teachers provide adapted activities, which give opportunities for each child to achieve their maximum potential. Children who are above expected are encouraged to develop a more sophisticated understanding and development of skills, especially when adopting the enquiry approach.

The teaching of *Geography* allows for a great opportunity for children to work individually, in pairs or as a group.

KS1 and EYFS

The long-term plans are discussed and agreed with all teaching staff. They outline the curriculum into manageable teaching units from the foundation stage to the end of key stage one. They define the key learning intentions for each year group to ensure progression, continuity and a balanced curriculum.

Medium term plans are established by each year group (Nursery - Year 2) and monitored by the subject leader. They reflect upon the long-term plans and identify the learning objectives and suggest suitable activities. They indicate the time allocated to each unit of work. The predominant mode of working in *Geography* is a range of co-operative group work, individual work and class teaching are used where appropriate. Within this structure teacher ensure that children get an opportunity to be in groups of similar or mixed ability, where discussion and partner talks are encouraged. Groups are encouraged to communicate their findings in a variety of ways.

All four strands of *Geography* are covered gradually and in a progressive manner. In Early Years, children identify the similarities and differences in relation to places as well as talk about the features of their own immediate environment. They carry a lot of observations to identify features in the place they live in. Children find out about their environment and talk about the features they like and dislike. This is further expanded in Year 1 and 2 where children get to explore the environment outside the classroom and by using atlases or globes to locate the world's continents and oceans or the countries that make up the UK. Furthermore, children are exposed and taught about carrying out fieldwork activities by going on walks around the school and examining change over time. A lot of emphasis is put on the subject being taught outdoors or cross-curricular to consolidate and facilitate their understanding and also make *Geography* more enjoyable.

EYFS

- Observe the features of their own immediate environment.
- Make observations of animals and plants and explain why some things occur, and talk about changes.
- Spot similarities and differences in relation to places, objects, materials and living things.

Year 1

- Maps and Locations (UK)
- Human and Physical Features

- Fieldwork

Year 2

- Maps and Locations (UK and World)
- Human and Physical Features
- Fieldwork

KEY STAGE 2

The Long Term plan in the Junior school has been organised so that the four strands in Geography are covered progressively from Years 3-6. In each year group Geographical topics are studied in depth over a term so children can fully develop their understanding of the Geographical concepts being studied. The lessons are progressive and give children the time to build their knowledge and skills through a variety of different activities, for example, incorporating Computing as well as using traditional Atlases and using the outdoor environment to facilitate and enhance the learning. Topics will also include case studies where children can develop their knowledge of specific areas and look in detail at geographical characteristics of areas around the world. Children have the opportunity to develop their fieldwork skills with a variety of trips and outdoor learning experiences embedded into the curriculum.

Discussions about the world's resources and the impact of different events on the lives of local people deepen the children's ability to understand and empathise with humans across the globe. This directly links to the Catholic ethos of the school and helps to enhance Religion lessons, for example when learning about the work of CAFOD. Geography also incorporates the use of Math's, particularly statistics which helps develop children's mathematical skills in another subject area, for example, looking at charts or graphs about rainfall, climate etc... Therefore, Geography enhances the teaching of other subjects across the curriculum, as well as the discrete teaching of Geography.

The Long Term Plan includes three core topics in each year group that link directly to the National Curriculum for Geography 2014.

Year 3

- Maps and Locations (UK and World)
- Volcanoes and Earthquakes (Case Study Pompeii)
- Climate Zones and Local Settlement

Year 4

- Europe
- Rivers and the Water Cycle
- Coasts

Year 5

- Positioning and significance of longitude, latitude, Equator, Hemispheres, Tropics, Meridian Time Zones
- Mountains (Case Study Alps)
- Natural Resources/Maps

Year 6

- South America (Case Study Amazon)
- Trade and Economics/ Biomes and Vegetation Belts
- Coastal field study

Impact

The curriculum for Geography at St Mary's has been carefully organised to ensure that pupils' knowledge, understanding and skills continually develop. The outcomes, in terms of developing as a young Geographer increase in complexity and level of challenge as children move up the school. This is achieved by the increasing breadth and scale of study through the curriculum moving progressively from personal experiences to local, regional, national and global perspectives informed by the guidance of the National Curriculum.

The Medium Term Planning for Geography shows that activities are progressive, for example teaching Maps in Year 3 will have a different level of challenge compared to when it is studied in Years 4, 5, and 6. The complexity of activities increases and the skills learnt previously helps children in developing their geographical skills as they move up the school. Another example is when coasts are studied in Year 4, this gives children a knowledge of this Geographical concept for when they study it at a higher level of depth in Year 6.

Monitoring and Evaluation

The Geography Subject Lead is responsible for leading, maintaining and developing the subject along with SLT. Together they are responsible for assuring quality and standards in the subject by:

- Taking the lead in the development, evaluation and amendment of schemes of work as and when necessary
- Identifying training needs of staff through monitoring and scrutinising of books and planning documents
- Acting as a consultant to colleagues on resources, fieldwork possibilities, curriculum changes and classroom teaching ideas
- Monitoring and evaluating pupils' work, colleagues' planning and classroom teaching.
- analyse data on a termly basis to check that children have made the expected amount of progress (EYFS - Yr6)
- Survey children to identify activities they have found the most enjoyable so that similar activities may be implemented.

Sources and references:

National Curriculum 2014

Long term Plans for each year group in the Infants' can be viewed here and for the Juniors School, here. [Geography Long Term Plans](#)

Resources to support home learning can be viewed here [Geography Resources to support home learning](#)

Before using equipment, the class teacher will model how to use the equipment safely. Prior to carrying out fieldwork off-site risk assessments will be carried out by the lead teachers and be approved by SLT. Individual risk assessments for pupils with specific needs will also be carried out when necessary. Before off-site visits children will be briefed on safeguarding issues such as; what to do in case of emergency, staying safe, not talking to strangers and any other relevant issues.

Children will be reminded of the e-safety rules. They will be expected to follow school rules relating to the use of computing equipment. Homework may be set that requires the use of the internet. Children will again be reminded about how to stay safe online and parents will be made aware of the homework set. Parents will also be invited to e-safety workshops throughout the year to support the safe use of the internet at home.