

# Our Lady Star of the Sea Catholic Primary School

## Geography Policy

### Mission Statements

*"You are precious in my eyes"-Isaiah 43*

- *Our Lady Star of the Sea Catholic Primary School is committed to the widest and fullest education of all pupils in partnership between home, school, parish and community.*
- *Our school aims to create a happy, ordered environment where all members feel secure, valued and respect each other.*
- *Our school aims to be a positive force within the Catholic church inspired by the life of Christ in the Gospels.*

## **CURRICULUM INTENT**

Geography is the study of the physical and human world. Lessons inspire curiosity and fascination about the world and its people, something that stays with children for life. Lessons explore diverse places, people, resources and natural and physical environments together with a deepening understanding of the physical and human processes involved. Further to this, the children develop a growing understanding of how physical and human processes contribute to the shaping of landscapes and environments. The children acquire geographical knowledge, understanding and skills. These allow them to approach the subject analytically, forming explanations of how the Earth's features at different scales are shaped and are interconnected over time.

We believe that a geography curriculum which inspires curiosity is the entitlement of all children. Our aims in teaching geography include the following.

The children are:

Prepared for life in an interconnected, diverse and fragile world.

Appreciative and respectful of different cultures by developing a good understanding of cultural diversity.

Concerned about, and show active care for our environment. They are encouraged to commit to sustainable development and appreciate what being a "Global Citizen" means.

Given first hand experiences of human and physical features in different locations (fieldwork).

Fostered to have a curious and questioning mind.

Nurtured to question and test, to evaluate and reflect on physical and human processes.

## **IMPLEMENTATION:**

### **How geography is taught structured/planned through the school**

We aim to teach geography ( NC 2014) in ways that are imaginative, purposeful, well managed and enjoyable. Links between geography and other subjects (Literacy for extended writing opportunities and Maths/IT for data and map work) is a feature of practice throughout the school and can be viewed on the Curriculum Overviews for each year group. There are three main areas of study and three subgroups linked to Geographical skills:

- ◇ Locational Knowledge and Place Knowledge
- ◇ Human and Physical geography
- ◇ [Geographical skills:](#)
  - Enquiry and investigation
  - Fieldwork
  - Interpretation of a range of data
  - Communicate geographical information

The children start with a developing knowledge about their own locality, using basic geographical vocabulary. They have the opportunity to explore school and the grounds before exploring beyond into the local environment. Locations beyond our own are explored during trips, through video, and first hand recounts of places beyond the UK and in world.

Planning for geography is a process in which all teachers are involved to ensure that the school gives full coverage of the National Curriculum. The teachers work in teams (foundation, Years 1&2, Years 3&4, and Years 5&6) over these phases a balance between the main areas of study is achieved. The whole school overview for Geography is located on the school website. Geography is generally taught as blocked work, so children may experience a whole day, or week or fortnight on a geography topic. This allows the teacher to link English (extended writing opportunities– communicating), maths and ICT (data collection representation and interpretation) to the geography. Alternatively, a teacher may teach the topic discreetly for one lesson each week over a half term. Timetables are flexible with the aim of maximising the impact of learning opportunities allowing all teachers to make creative decisions about lesson delivery. Commercial planning is used to support teachers with accurate material and an opportunity to focus on how the geographical concepts and skills will be taught. These units of work can be creatively delivered by each individual teacher, there is flexibility with their use and planning can be annotated.

Geographical enquiry is at the heart of lessons, because of this we seek to nurture and respond to the curious mind. Enquiry will involve:

#### **Enquiry**

- Asking and raising questions
- Exploring / Observing / First hand experiences (fieldwork)
- Research – asking an expert, asking others, secondary sources,
- Carrying out surveys

#### **Interpretation**

- Sorting / Grouping / Comparing / Classifying
- Modelling to show alternative ways to represent the real world
- Solving problems

#### **Communicating**

- Presenting findings
- Writing in response to geographical enquiry
- Planning for different types of geographical enquiry includes geographical fieldwork.

## Assessment for learning (AFL)

AFL is at the heart of learning and teaching throughout Our Lady's. Teachers skilfully ask open questions and challenge children to quantify answers and to give examples. Children are encouraged to be open and share observations and understanding with their learning partners and with the class. The children's responses are used to inform future planning. Oral feedback and further questioning is a feature of all lessons. Each term the teacher makes a judgement in line with the national expectations (see KLIPS)

### Developing

### Expected

### Greater depth

This is then recorded on the school geography tracker.

## Marking and Feedback

Marking in geography is positive and responsive in nature. Teachers will ask children to self evaluate work, peer mark and respond to any comments made by the teacher with their "purple pens of progress" . In geography opportunities for extended writing in English are created, this allows the children to communicate their overall geographical knowledge and apply English skills at the same time. The marking on these pieces of work may have a dual purpose depending the individual's writing targets. These pieces of extended writing also offer the teacher the opportunity to assess the Geographical skills

### "Communicating Geographically"

To aide the assessment of geographical knowledge and understanding, the teacher produces a set of key questions to be answered at the end of a lesson or set of lessons (see Year 5 example above). These questions are directly linked to the key areas for assessment as identified on the geography school curriculum map (see the brown text before the questions above) . The teacher will focus their marking here on these key questions rather than the completion of tasks which may be more generic or shared.

Geography—North America Key questions	
<i>Location Knowledge and Place Knowledge</i> Name the natural physical feature of North America. Can you give an interesting fact about them?	
<i>Human and Physical Geography</i> What is a Primate city? What is the difference between cosmopolitan and metropolitan?	
<i>Interpreting a range of data</i> Reflect on the climate data you have explored, can you describe three differences between two countries in North America? Can you use the numbers (evidence from the graphs) to support your answers	

## Books

Geography focused tasks can be found in the children's "History and Geography" books, but extended written responses may also be found in English books.

## Special educational needs

Within geography lessons teachers will ensure that all children receive equal opportunities.

IEP targets may indicate the need to change or modify a task. When children show deep curiosity and take their own learning forward, challenges are set, but these are not exclusive and all children are challenged to think deeper. Our expectations do not limit pupil achievement and assessment does not involve cultural, social, linguistic or gender bias.

## Moderation

Moderation is a crucial part of teacher assessment. A child is judged on the work in their geography books. The staff come together termly to moderate the children's work. Specific or random children are selected and their books scrutinised by fellow colleagues, this allows the teacher to share their understanding of the child and their current level of attainment. This process also allows the staff to come together to evaluate the quality and level of attainment both below and above their year group. High expectations and excellent practice shared.

## Information Communication Technology (ICT) within the Geography curriculum

ICT is a valuable tool used by teachers to enhance learning. All classrooms have CTouch Screens with internet access enabling teachers to use visual stimuli and display research materials. Various programs and the internet, including our school website, are used by the children to investigate topics and develop understanding. These platforms are developed with children to ensure they can continue with work at home to support deeper learning in class.

## Communication of Information

Within the LEARN section of the school website the school's curriculum for Geography is explained. Here parents can access the policy and key learning objectives which will be covered during their child's journey through school. Within class pages Curriculum Overviews provide parents with a detailed summary of learning objectives for the year. In addition, weekly website blogs inform parents of weekly learning which has taken place.

## Reporting

A verbal report is given to parents at Parents' Evening in the autumn and spring terms. Geography is a foundation subject and only the child's level of attainment is recorded on the annual report. If a child has a particular interest and passion for the subject this will be mentioned in the personal and social section of the report.

## THE GOVERNING BODY

The governors are reported to on an annual basis.

## **IMPACT**

There is a love of our planet throughout the school. Children are able to locate and name major continents/oceans and places depending on age. Children are curious about the world and how humans have developed it. Children have an awareness of the natural world and the features that are formed within it. They are able to give reasons (cause and effect) for why things are the way they are. Children look for patterns and relationships in data and make conclusions about what this might mean. Children can communicate their growing understanding through written and oral work. Children know that the planet is fragile and we are responsible for taking care of it.

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## Evaluation and Review

This policy was written in consultation with staff and has been approved by governors during autumn 2020. It is available for parents to read on the school website in the LEARN area. As a school we always welcome feedback and if changes are required before the next review date, consultation will take place.

It is the intention to review and evaluate this document every two years in line with the whole school policy and the school development plan. (Autumn 2022)