

**St Gabriel’s Catholic Primary School**

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| **Geography Policy**  **September 2024-2025** |

**Mission Statement**

‘Nurturing Hearts and Minds’

God’s love is at the heart of all that we do at St Gabriel’s Catholic Primary School.

Hearts and Minds are nurtured in a stimulating and safe environment. We believe that every child is unique and we nurture each child through a creative and rounded curriculum to reach their full potential. Talents are celebrated and differences are respected within a strong, supportive Catholic community.

At St Gabriel’s, children learn to love, respect and care for each other and God’s entire world. Our school is a place where children are filled with a love of life and learning.

As a school, we are aware of our duties under the Equality Act 2010, and we take account of pupils’ race, religion and culture, and of pupils with SEN, a disability and the circumstances of other vulnerable pupils. We aim for this policy to work for the majority of pupils, however on occasion, we understand that adaptations may need to be made depending on circumstance.

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# 1. Aims

Our aims for geography at St Gabriel’s Catholic Primary School:

• To reflect St Gabriel’s Mission Statement

• To plan inspiring lessons which develop children’s geographical knowledge and understanding.

• To develop children’s knowledge and understanding for physical and human process.

• To help children to make sense of their own surroundings through learning about their local area and the interaction between people and the environment.

• To inspire children with a knowledge of other cultures and promote respect and understanding of what it means to be a positive citizen in a multi-cultural country.

• To provide learning opportunities that excite and motivate children to develop a sense of wonder at the beauty of the world around them.

• To stimulate children’s inquisitive minds to undertake investigation, problem solving and decision making.

Intent

At St Gabriel’s Catholic Primary School, through our Geography curriculum, we aim to expand geographical vocabulary, increase our children’s knowledge and curiosity of the wider world and promote high aspirations. We seek to create a life-long love of the subject, through teaching our children about diverse places, people, and resources. Through the study of natural and human environments, as well as physical and human processes, our desire is to provide our children with a sense of awe and wonder about the world they live in. As they continue on their journey of Geography, we aim to foster a deep understanding of the subject that develops alongside their geographical skills. Our aim is that our children go on to apply these skills across all subjects, as well as in their futures beyond St Gabriel’s Catholic Primary School. Our curriculum is designed to provide our children with the subject specific language they need to describe, question, and discuss the world, as well as their place in it. We aim to produce well- rounded individuals by providing our children with opportunities to expand their cultural capital and experiences of the world.

Implementation

Teachers are encouraged to start lessons by revisiting prior knowledge as often as possible. This will be scaffolded to support children to recall previous learning and make connections. Staff will model the subject-specific vocabulary, knowledge, and skills relevant to the learning to allow them to integrate new knowledge into larger concepts. We support learning with trips to inspire our children and widen their cultural experiences. Teachers are also encouraged to use a range of resources such as videos, photographs and newspaper articles during lessons to help create immersive learning experiences.

**2. Statutory Requirements**

**EYFS**

Geography is taught in reception as an essential 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 goals which underpin the planning for children aged three to five. Geography makes a significant contribution to the ELG objectives of developing a child’s knowledge and understanding of the world through inspiring and stimulating activities.

Text

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**KS1**

At St Gabriel’s pupils develop a knowledge and understanding of the world, the UK and their local area of Alsager, Cheshire. They will continue to develop subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to expand upon their locational awareness.

Please see below the geography focuses for Year 1 and Year 2.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Year 1 |  | Where do I live? |  | Around the World |  | Life in the City |
| Year 2 |  | Weather Patterns |  | My World and Me  / Map Makers |  | Seas and Coasts |

**KS2**

In KS2 the children of St Gabriel’s will expand on their prior knowledge and understanding of their local area to include the United Kingdom and Europe, North and South America. This will also include studying the location and characteristics of a range of the world’s most significant human and physical features.

Children will continue to develop their geographical enquiry skills, including asking geographical questions, collecting, and recording information and identifying different views. They will learn the appropriate practical skills associated with Geography, including using subject-specific vocabulary, fieldwork techniques and maps, plans and atlases. Pupils will learn to use secondary sources of information with accuracy.

As well as making its own individual contribution to the school curriculum, geography contributes to the wider goals of primary education. Teachers will ensure that cross-curricular links are used where appropriate.

Please see below the geography focus in each term for each year group in KS2.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Year 3 |  | Our  European Neighbours |  | Investigating India |  | The Rainforest |
| Year 4 |  | Investigating Rivers |  | Volcanoes |  | Settlements / Earning a Living |
| Year 5 |  | Exploring Scandinavia  The UK/ Our Local Area |  | South America |  | What is China Like? |
| Year 6 |  | Extreme Earth |  | Exploring Africa |  | Natural Resources |

**3. Content and delivery**

**3.1 Planning**

At St Gabriel’s School, we follow the ‘Plan Bee’ scheme of work to ensure the progression of skills and curriculum objectives are covered across the school. The curriculum is planned to engage and excite all our pupils and to be effectively differentiated for the children’s’ needs. Our long-term and medium-term plans outline the skills and themes covered each half-term for each key stage. These plans specify what we will teach and make sure an appropriate balance and distribution of work across each half-term. (Please see tables above for coverage)

**3.2 Progress and Achievement**

At St Gabriel’s School the children are monitored on a regular basis to check progress. We encourage all pupils to take responsibility for their own and their peers learning. A range of Assessment for Learning strategies are used where appropriate, for example peer marking, self-assessments, success criteria, ‘I have learnt; box and the use of talk partners. Through these, both children and adults can recognise the progress and attainment of pupils’ geographical knowledge.

**3.3 Assessment and Recording**

The use of formative assessment is essential for the planning and differentiation of subsequent geography lessons. At St Gabriel’s School we ensure children are aware of the lesson objective and encouraged to assess their own work. This helps them to understand their strengths, the progress they have made and where they need further support and guidance. Feedback is given to the children in the form of effective marking or verbal feedback. A ‘I have learnt’ box is completed by each child at the end of every unit to encourage them to think about their learning. A summative assessment is also completed at the end of each unit of work which will identify which children are working towards, working at, or working above age-related expectations. This is recorded on DCPRO.

**3.4 Resources**

The geography subject leader is responsible for ensuring geography resources are maintained; there are a range of age-appropriate resources to support the teaching and learning of geography, which are easily accessible in the school. We have access to a wide range of secondary sources, such as textbooks, atlases, globes, and access to the internet (as a class on the interactive board or independently using laptops/iPads).

Visits are planned to enrich children’s learning and give them hands on experiences which are not always possible within the classroom environment.

People with expertise or an interest in a particular topic or area of geography could be invited into school to work with the children. These might be parents, grandparents, other family members or representatives of the local community.

**3.5 Non-negotiables**

* Geography should be taught following the ‘Plan Bee’ scheme of work.
* Teachers are to monitor children’s progress during and at the end of each geography unit taught. Children will be recorded either as: working below, working at, or working above age-related expectations.
* Geography books should be dark green.
* Unit cover sheet at the start of each unit with vocab, L.Os and ‘I have learnt’ box.
* All work should be dated with a number for the L.O being covered.
* Aim to have an experience day or trip linked to geography each year.
* Green border around geography displays. (Preferable)
* Vocab to be displayed.
* If there is a book linked to the unit, this can be displayed, or cover copied for display.

**4. Roles and responsibilities**

**4.1 The governing board**

The governing board will approve the geography policy and hold the headteacher to account for its implementation.

**4.2 The headteacher**

The headteacher is responsible for ensuring that geography is taught consistently across the school.

**4.3 Staff**

The geography subject leader Mrs S Maguire is responsible for the monitoring of the implementation of this policy. They are responsible for the monitoring of the standards of children’s work and of the quality of teaching in geography. The subject leader is also responsible for supporting colleagues in the teaching of geography, being informed about current developments and competitions in the subject and providing a strategic lead and direction for the subject in the school. The leader should report to the Head teacher on the success of the policy and to the governing body upon its review.

**4.4 Pupils**

Pupils are expected to engage fully in geography lessons.

**5. Monitoring arrangements**

The delivery of geography is monitored by Mrs S Maguire (Class Teacher and Geography Lead) through:

Half termly monitoring arrangements, such as book scrutinies, learning walks, lesson observations, sampling children’s work, planning and pupil interviews/questionnaires.

This policy will be reviewed by Mrs. S Maguire (Class Teacher and Geography Lead) and Mr E. Byrne (Headteacher) annually. At every review, the policy will be approved by the governing body and the headteacher.

**6. Links with other policies**

This policy links to the following policies and procedures:

* History policy.
* English Policy
* Art and Design Policy
* Design and Technology Policy

**Signed:**

**Mr. E. Byrne**

**Headteacher**

**Mr. G Silverlock**

**Chairman of Governors**

**Mrs S Maguire**

**Class teacher and Geography Leader**

**Date: September 2024**

**Review Date: September 2025**