



**ST PETER'S  
CHURCH of ENGLAND  
PRIMARY SCHOOL**

September 2021

# Geography policy

## Christian Vision

*As a Christian family at St Peter's School, we create a unique place of learning, nurturing the gifts that God in his awesomeness has given us. We encourage every child and prepare them for life's journey, inspiring them to fulfil their potential, their dreams and their aspirations.*

*Sowing the seeds of tomorrow*

**Matthew 13:1-23**

**Let the questions be the curriculum. (Socrates)**

**We aim to be a school where:**

- **Everyone** achieves their full potential.
- Teaching and learning is personalised, creative, challenging and fun
- Children are inspired and supported to develop interests and skills both in and outside school
- Positive links with the local community create strong partnerships
- A sense of mutual respect, care and responsibility is shown for everyone and everything in school
- Children can contribute positively to a changing society
- Everyone in school feels safe, supported, valued and happy
- Children are supported to make informed decisions for a healthy lifestyle- physically, emotionally, socially and academically
- We are leaders in best educational practice

**Geography purpose of study**

In our curriculum, *Geography* will inspire in pupils a curiosity and fascination about the world and its people. This knowledge will remain with them for the rest of their lives. As pupils progress, their growing knowledge about the world will help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. All pupils will benefit from teaching and learning that is based upon the programmes of study for geography which are set out in the National Curriculum.

**AIMS**

1. To stimulate pupils' interest and to help them foster a sense of wonder in the world around them whilst developing an informed concern for the quality of the environment and their local area.
2. To help pupils acquire a wide range of geographical knowledge and skills to enable them to understand the relationship between Earth and its people.
3. To help pupils understand that the character of places derives from the interaction of people and environment, by increasing their knowledge about the location of the physical and human features of the Earth and the processes, systems and interrelations that create and influence them.

4. To develop pupils' knowledge of the location of different places including their physical and human characteristics and how these provide context for understanding their geography.
5. To enable children to understand how the Earth's features are shaped, and change over time.
6. To help pupils understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they change over time
7. To develop the geographical skills needed to collect and analyse information gathered through first hand experiences of the environment and to carry out geographical enquiries.
8. To enable pupils to interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and recording.
9. To use geography to develop pupils' thinking skills, skills in literacy, numeracy and ICT and to promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues.

### **Our Geography Vision**

At St Peter's, we believe that Geography holds a valuable and distinctive place in our school curriculum. The Geography within our curriculum aims to satisfy children's curiosity, create excitement, creativity and promote critical thinking about the wonderful world around us. As our pupils move through our two year progressive cycle, their growing knowledge of the world will help them to deepen their understanding of the interaction between physical and human processes as well as the formation and use of different landscapes and environments. Our teaching under termly topic themes will ensure that every child is given opportunities to interpret a range of sources of geographical information set out in the national curriculum, including maps, diagrams, globes, aerial photographs and explore environments outside of the classroom. We want to equip young people with sticky knowledge of the wider world, promoting tolerance and respect of other cultures, as well as encouraging a sense of belonging in their local area. We believe that 'thinking geographically' is a uniquely powerful way of seeing therefore we aim to instil children with a concern for environmental matters that may have an impact on our future world.

### **Geography Impact**

By the time children leave St Peter's, they are aspiring Geographers who can interpret a range of Geographical information including maps, globes and digital imagery. They have a curiosity about our wider world as well as their local environment, and a concern for global environmental issues that will impact their future.

## **Strategies**

1. Geography in this school will be underpinned by the study of real places and discovering how the people living there are influenced by and affect the environment of those places.
2. We will develop pupils' knowledge and geographical understanding by first immersing them in the area where they live and then by gradually widening their horizons and increasing their awareness of their town, their region, their nation, other lands and continents.
3. Teaching and learning will use exciting first-hand experiences and imaginative resources to build pupils' with knowledge about different places, peoples, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.
4. We use the National Curriculum as the basis for our planning in Geography. The NC programme of study will be adapted to suit our local context and make them relevant for the children. The scheme of work is designed so that pupils are increasingly challenged as they move through the school.
5. In this school, fieldwork and first-hand experience will be fundamental to the teaching and learning of geography and where appropriate, all pupils will be given the opportunity to go out into the local and wider environment to research and discover the world in which they live.
6. Assessment will be based on key skills, sticky knowledge and understanding within the Geography NC programme of study.

## **Outcomes**

Geography will be fun and it will inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. It will increase their knowledge and understanding of the world and it will be used to promote excellence and enjoyment. It will be linked with other subjects and it will have a strong presence in the ethos of the school through art, displays, performances, music, drama and assemblies. We will make the world our classroom to enrich the lives of our pupils. This policy should read in conjunction with other key policies including, keeping children safe, school visits, citizenship, cultural diversity, race and equality, gender and SEND.

## **Monitoring**

It is the responsibility of the Geography Subject Leader to monitor the work being carried out in each year group.

This will occur by:

- a) Checking the medium term plans of each year group
- b) Sampling books on a regular basis
- c) Looking at work on display
- d) Meeting with teachers to discuss the outcome of monitoring
- e) Talking to children about their work
- f) Observing lessons and offering advice and support (when necessary or sought)

### **ICT and Geography**

There are many opportunities to further the pupils' geographical and I.C.T. skills and increase geographical knowledge with the use of I.C.T.

Wherever possible, pupils will be given the opportunity to use computers to aid their geographical studies.

These will be to:

- a) Word process information
- b) Use the internet to search for information.
- c) Use Google Earth and Google Maps to look at photographic, up to date images of the World around them.
- d) Make use of Digimaps for school to look at different areas of the UK; focusing on maps from the present and the past.

### **Progression**

Pupils will increase their knowledge and skills as they progress through the year groups and key stages. This will be brought about by planning and careful monitoring of the work that the children do so that they do not become bored by repetition. Teachers will complete a curriculum grid that will highlight key skills and levels taught to ensure coverage and progression.

### **Teaching Geography to children with special educational needs**

At our school, we provide a broad and balanced education that enables all pupils to make progress, whatever their ability including the Gifted and Talented, EAL and children identified with a Special Educational Need (SEN). Within the classes there are children of differing abilities. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies, including:

- Setting common tasks, which are open-ended and can have a variety of results.
- Setting tasks of increasing difficulty where not all children complete tasks.
- Grouping children by ability and setting different tasks for each group
- Providing a range of challenges through the provision of different resources.
- Using classroom assistants to support children individually or in groups.

We enable pupils to have access to the full range of activities involved in learning Geography. Where children are to participate in activities outside the classroom, for example, fieldwork, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Higher achieving pupils are encouraged to extend their knowledge and skills. These include interpreting the reasons for and the results of geographical enquiry, selecting, combining and evaluating information from a variety of sources and organising this information to produce structured work. These methods should be adopted for higher achieving and gifted and talented pupils.

Review Date: September 2024

Signed: B.Gorton

Date: 13.09.2021