

# St John Vianney Catholic Primary School, West Denton



*Through following Jesus, we aim to be a caring, happy school, where everyone is valued and appreciated and can reach their true potential. We hope to act justly, love tenderly, and walk humbly with our God*

## Geography Policy 2023-2025

Date reviewed: November 2023

Date of next review: November 2025



## Our whole school curriculum vision

### Vision

At St John Vianney Catholic Primary School, we endeavor to provide a broad and balanced curriculum which inspires and provides opportunities for success for all of our learners. Through our curriculum, we strive to create independent, curious, creative and critical thinkers, problem solvers and innovators. We aim to provide engaging learning opportunities that encourage our pupils to develop and fulfil their potential academically, socially, emotionally and spiritually. We strive to provide a range of activities and opportunities through a carefully sequenced and progressive curriculum in all subject disciplines, which fosters a passion for learning, stretching beyond the confines of primary school and creates lifelong learners. Our vision is that our curriculum will ignite passion, expand horizons and raise aspirations for all of our learners. We aim to equip our pupils with the knowledge and skills that will prepare them for the world of work in an ever-evolving landscape, and with the confidence, resilience and tolerance to live harmoniously with others.

### Intent

Through our curriculum we aim to:

- be inclusive to all learners and provide opportunities for all learners to succeed, regardless of their individual starting points;
- foster a lifelong love of learning;
- develop a rich subject knowledge, including substantive and disciplinary knowledge, conceptual and procedural knowledge;
- make meaningful links between topics within a subject, between different disciplines and across year groups;
- make links to the world in which we live, which goes beyond the white western experience, thereby instilling a positive attitude of respect and tolerance of other societies, cultures and religions;
- raise the self-esteem of children as capable and resourceful learners;
- develop children's ability to think creatively, solve problems and innovate;
- develop children's capacity and confidence working independently and collaboratively;
- to understand the purpose and value of their learning and how it is placed on a timeline of the past, present and future.

We believe that all learners should experience success across the curriculum and be allowed to develop their own interests and passions within the curriculum. Therefore, our curriculum is delivered with the understanding that all of God's children are blessed with different talents and skills, and the knowledge that there is 'something for everyone' within both core and foundation subjects. For this reason, we ensure that the same value and high standards of learning and teaching are upheld in all subjects across the curriculum. In ensuring success for all children across the curriculum, we aim that this will create confident, resilient and impassioned children who have high self-esteem as learners.

Alongside academic success, the emotional, spiritual and physical wellbeing of children is of high priority, and as such, regular and meaningful opportunities for personal development are integrated throughout the curriculum. We believe that it is our duty to educate and develop the whole child. Our PSHE and RSE curriculum has been refined to ensure that pupils build positive relationships with others, feel valued and those who are most vulnerable are identified and supported. Our curriculum has the flexibility to respond to the needs and priorities of our children and of the local area.

It is our aim that all children develop a knowledge and understanding of and take pride in the British Values of our rich and diverse society and its history. Throughout the curriculum, we present children with the experiences of a diverse range of people, through texts, key figures in different disciplines and exploring the history through a lens that is not always that of the white western experience.

We believe that successful learners are aware of the key skills and strategies of that help them to 'know more and remember more' and make progress. We developed a toolkit of fundamental characteristics of effective learning – LEARNER. These principles are explored with children and modelled within lessons by teachers, creating an ethos of 'lifelong learning' within St John Vianney Catholic Primary School.

At St John Vianney Catholic Primary School we aim for all pupils to receive a broad experience in geography lessons. Geography will feature as part of the termly plans. Reference to type of geography the children are exploring will be stated prior to each unit of work.

### **Intent of the Geography curriculum**

A high-quality geography education should provide pupils with an opportunity to study the world and the human and physical processes which help to shape it. Pupils have a chance to study their local area and contrast it with other places around the world. Geography enables children to gain a greater understanding of the lives and cultures of people from around the world.

Our aims:

- Children are engaged and motivated to deepen their knowledge in specific areas linked to the National Curriculum.
- Develop cross curricular links and strengthen further links with the local and wider community and global world.
- Deepen children's knowledge and understanding by planning extracurricular visits.
- Increase children's knowledge of local geography.
- Learn how to interpret the past using high quality resources.
- Carry out local geographical studies and compare to alternative locations.

### **Implementation**

- Design and construct a varied and engaging long term plan that is ambitious and ensures the projects are linked to the National Curriculum but are also linked to the interests of the children in school.

- Enable pupils to recognise that geography is the study of people and places and the interaction between them and develop an awareness that the past has lessons for the present and future.
- Build and use a wide range of geographical vocabulary and relate this to English Language as a whole.
- Integrate fieldwork / trips as an important part of the enquiry process.
- Help pupils deal, openly and sensitively, with issues of environmental change and sustainable development.
- Use a variety of resources, including ICT to develop teaching and learning The National Curriculum Themes and Breadth of Study.
- Teachers have good knowledge of the subject they are teaching.

## Geography Content

### Key Stage 1

#### Locational Knowledge Pupils should be taught to:

- name and locate the world's seven continents and five oceans.
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

#### Place Knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.

#### Human and Physical Geography

- identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.

#### Use basic geographical knowledge to refer to:

- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather,
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

#### Geographical skills and fieldwork

- use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.
- use simple compass directions and locational and directional language to describe the location of features and routes on a map.
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

## Key Stage 2

### Locational knowledge

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

### Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America

### Human and physical geography

Describe and understand key aspects of:

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

### Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

## EYFS

Humanities has been referenced in 'Understanding the World' in the new Early Learning Goals as set out in the Early Years Foundation Stage Statutory Framework 2021. These goals are addressed through topic content throughout the whole year of Reception and are as follows;

### Past and Present

- Talk about the lives of the people around them and their roles in society

- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling;

#### People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate – maps.

#### Planning

We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each project. Planning ensures progression throughout the scheme of work so that the children are increasingly challenged as they move up through the school. Long term planning is compiled across a whole school basis, which is determined by the requirements of the 2014 National Curriculum and the EYFS Curriculum. Planning is monitored by the Senior Team and the Humanities Team.

#### **Impact**

- Children are engaged and motivated to learn developing their understanding further.
- Cross curricular links are made and this, therefore, deepens the children’s knowledge.
- Children understand that the presentation and quality of work is essential in all areas.
- Children will understand key physical and human processes, interactions between such processes and their impact.
- Children will develop a range of geographical skills, which allow them to develop a curiosity and understanding of the world around them.

#### Pupils with SEN

Teacher’s make appropriate adaptations to the curriculum and their teaching style. This ensures that all pupils regardless of need, are able to access the curriculum and succeed across the curriculum.

#### **Metacognition in Geography**

Within all subjects at St John Vianney, teachers employ metacognitive strategies in lessons, which are based upon EEF research and guidance. In Geography, these strategies are evident within lessons, through:

- activating relevant prior knowledge from previous lessons within a Geography topic, across previous Geography topics and previous year group Geography topics (vertical curriculum links);
- activating relevant prior knowledge from other curriculum areas within the current year group (horizontal curriculum links);

- activating relevant prior knowledge from other curriculum areas and year groups (diagonal curriculum links);
- explicit instruction of Geographical strategies, knowledge and skills;
- teacher modelling of Geographical strategies, knowledge and skills, and effective learning behaviours in Geography;
- memorisation of Geographical strategies, knowledge and skills;
- guided practice of tasks in Geography;
- independent practice of tasks in Geography;
- structured reflection upon understanding and learning behaviours, which is seen in Geography, namely through end of lesson discussion and feedback, verbal self-assessment and RAG rating of lessons.

Metacognition is also promoted across whole topics of work, such as through the use of Geography Blasts or topic knowledge organisers, which encourage children's retention of knowledge by drawing prior learning back into the working memory, building upon it and creating schemas in the long-term memory – the principle behind this being to ensure that learning is not forgotten. 'Geography Blasts' refer children back to learning of previous year groups, topics and lessons and are used twice per Geography topic. Knowledge organisers allow children to keep track of their previous learning, current learning, where their learning is going next and any key vocabulary for the topic of work they are studying. This affords children an opportunity to monitor their own learning, which is important in fostering self-regulated learners.

### **Assessment**

We assess children's work in Geography by making informal judgements during each Geography lessons. Learning is promptly evaluated after each lesson and this is then used to inform future planning. Pupil's in Key Stage Two complete an end of topic assessment. Pupils' are assessed as WTS or EXP+ three times a year and reported to parents. Teachers complete assessment grids in the children's books at the end of each unit.

### **Monitoring**

The Geography subject champion is responsible for monitoring the standard of the children's work and the quality of teaching in Geography. The Geography subject champion is also responsible for supporting colleagues in the teaching of Geography, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. The Geography subject champion gives the headteacher an annual audit in which she evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. We allocate specific time for the vital task of reviewing samples of children's work, talking to the children about Geography and for visiting classes to observe teaching in the subject. These tasks are carried out at least three times a year, with staff being given dedicated time out of class to support this.

### **Equal Opportunities**

We are committed to providing a teaching environment conducive to learning. Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability, in line with the School Policy for Equal Opportunities.

### **Supporting Documents**

This policy is to be read in conjunction with and used alongside the subject 3I statement and where appropriate the End of Year expectation document.

Headteacher's signature \_\_\_\_\_

Geography Lead's signature \_\_\_\_\_

Chair of Governor's signature \_\_\_\_\_

Date: Governor approval 30<sup>th</sup> November 2023

Renewal time frame: Revisited every two years