

St. Paschal Baylon Catholic Primary School



St Paschal Baylon
Catholic Primary School

Following In The Footsteps Of Christ

Geography Policy

Introduction

‘A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.’

Taken from the National Curriculum, programme of study for Geography (2013)

Our Geography curriculum is underpinned by the following three drivers: Global Citizenship, Initiative and Growth. Promoting global citizenship through Geography lessons allows children to appreciate and respect the diverse world in which they live. Linking learning to global issues raises awareness and gives children the opportunity to learn, share and practice ways in which they can care for their environment. Providing Geography lessons with initiative allows children to develop their curiosity, questioning, investigating and problem-solving skills. As children progress as Geographers at St Paschal Baylon, their self-knowledge, understanding and sense of community for our world will continue to grow.

Aims and Objectives of the Policy and Teaching Programme

- To provide children with an experience of Geography which is both valid and stimulating
- To inspire pupil's curiosity and fascination about the world and its people
- To make links within human geographical objectives and to the Convention of the Rights of the Child (CRC)
- To enable children to gain a knowledge and understanding of their world including their immediate locality and the wider world
- To enable children to develop an understanding of both physical and human geography
- To ensure children develop a range of skills including enquiry, reasoning, analysing and fieldwork
- To ensure that Geography is taught in a way that embraces the whole school approach to inclusion and mind friendly learning

Equal Opportunities and Inclusion Statement

This school is committed to working towards equal opportunities in accordance with the Conventions of the Rights of the Child and in all aspect of school life. All resources used will support this commitment. Geography is accessible to all pupils through a variety of teaching methods including discussion, educational visits and practical resources. Children will be challenged through questioning and the use of resources. Children will be given the opportunity to explore Geography through field trips and the natural environment, whenever possible.

Organisation

A detailed long-term plan for children in Early Years up to Year Six shows the coverage of knowledge and skills taught at St Paschal Baylon. The long-term plan shows a clear progression of the knowledge and skills, allowing teachers time to revisit previously taught objectives. Children recap knowledge and skills before building on them through new learning opportunities. Geography curriculum milestones break down the knowledge, skills and key vocabulary which are embedded and developed each year. Geography is taught each term and the Geography leader has produced a bespoke scheme for our school which gives teachers the main learning intentions, questioning and assessment opportunities for each unit. This ensures planning, teaching and learning is purposeful and all children are continuously developing and applying their knowledge, skills and vocabulary as they grow as future Geographers.

In Key Stages One and Two pupils are taught a breadth of study which contains four key elements.

These elements are:

1. Locational knowledge
2. Place knowledge
3. Human geography with links to the Convention of the Rights of the Child
4. Physical geography

5. Geography skills and fieldwork

As the children progress through the Key Stages, they will have the opportunity to:

- Explore the locality of our school
- Explore localities within our city
- Explore localities within the United Kingdom
- Explore a contrasting locality in another country
- Carry out fieldwork techniques
- Explore physical processes such as erosion and features such as rivers and mountains
- Explore environmental changes and issues
- Make links to their own rights and the rights of others in accordance with our schools Rights Respecting School's ethos

Learning activities are sequenced to ensure progression and are planned and taught by the class teacher through a variety of approaches. These approaches include:

- Teacher led sessions where information is provided
- Partner/group work where children work together to discuss issues and carry out observational/field work tasks
- The use of audio-visual aids to ensure that information is presented in a variety of ways
- Educational visits
- The use of published schemes
- Cross curricular lessons where Geography is incorporated in to other curriculum areas

The Geography and Rights Respecting School subject leader (Miss Horton) is available to class teachers for consultation and advice on Geography planning and teaching and making links to the Convention of the Rights of the Child.

Wherever it enhances the teaching and learning experience of Geography, ICT will be used. Children will be given access to interactive whiteboards, safe internet sites and various school-based Geography programs for the purposes of research and consolidation.

Both Key Stages have access to a variety of resources related to Geography and human rights to aid teaching and learning. These include:

- World and UK atlases
- Globes
- Map puzzles
- World photo sets
- Other community artefact sets
- Flag books
- Compasses
- CRC resources

These resources are audited and updated by the Geography subject leader and supported by the Rights Respecting Schools subject leader.

Subject Specific Issues

Geography is a subject which inspires enquiry and demands observation. Children will be encouraged to explore localities and learn a variety of fieldwork techniques in a safe and supervised manner wherever possible.

The Convention of the Rights of the Child requires sensitivity, taking into account the background and age of the children.

Monitoring and Evaluation

The subject leader will monitor the planning and coverage of Geography on a regular basis. It is also the role of the subject leader to evaluate the success of the teaching and learning of Geography through:

- Discussion with staff
- Regular review of children's work and teacher's planning

The Rights Respecting Schools subject leader will monitor inclusion of rights within topics across the year groups through:

- Monitoring of teacher's planning
- Regular verbal feedback sessions with children across the age ranges

The results of this monitoring and evaluation process will be used by the Geography subject leader and the Rights Respecting Schools Co-ordinator to inform the review of the policies, influence the provision and ordering of resources and impact on future advice to staff on the teaching and learning of Geography and human rights. This will then inform the action plan for the following year.

Miss Horton

Geography Subject Lead

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