



St Luke's CE (Aided) Primary School

Geography Policy

Person Responsible: C. Williams (Humanities Leader)

Date Adopted: 24th January 2024

Review Date: July 2025

Minute number: 7

Signature of Chair of Governors Meeting:

Rationale

It is a primary aim of our school that every member of the school community feels valued and respected, is given the opportunities to thrive and flourish and that each person is treated fairly and well which is demonstrated through our school vision.

Our Vision

Through our Christian values we will **aspire** to be more like Jesus; **believe** all as having equal worth and dignity in God's eyes and help all our children to **achieve** their God-given potential knowing that,

'we can do all things through Christ who strengthens us'

Philippians 4:13.

The school's Geography policy, driven by our vision, motto and core values is a key factor in the success of our school Mission which states:

Our mission will be driven by our vision, motto and values so that together, **we can do all things through Christ who strengthens us.** We will:

- Foster a secure, happy, and nurturing Christian environment where all can **aspire, believe and achieve.**
- Offer a well-disciplined school in which high expectations encourages **friendship** and **forgiveness.**
- Establish effective links between home and school that enables parents and teachers to work together for the benefit of their child so that they can **achieve** their God-given potential.

Spirituality In the Geography Curriculum

At St Luke's our curriculum reflects our Theologically Rooted Vision. In every area we provide opportunities to ensure that the curriculum and extra-curricular opportunities meet the spiritual needs of all learners. In Geography opportunities for spiritual development may be seen through activities which allow pupils to **encounter** ideas, **reflect** on their experience and have opportunities to **respond** to what they have learned such as:

- Physical: Reflect on human impact on natural world, display a fascination with the diversity of places and natural resources
- Human: Be curious about peoples' lives, reflect on the diversity of human interactions
- Pose and answer Big questions

Spirituality in Geography will be monitored through lesson observation, book trawl, pupil voice and learner action.

Rationale

Geography at St. Luke's is taught as part of a themed curriculum which integrates this subject into topics covering the National Curriculum. Pupils are encouraged to learn skills through a range of activities during the afternoon and are given opportunities to consolidate their learning of key skills through independent learning activities and cross-curricular links. A knowledge and language Learner Profile has been developed with staff, ensuring progression in knowledge, skills, use of subject specific vocabulary and assessment.

Geography teaches the children a sense of belonging in a multi-cultural society. The children learn a sense of identity and gain an understanding of life in other cultures. Geography teaching motivates children into finding out about the world and plan field investigations to learn about specific subjects.

Aims and Expectations

It is our intention that pupils become more expert as they progress through the curriculum, accumulating and connecting **substantive** and **disciplinary** geographical knowledge.

- **Substantive knowledge**- this is the subject knowledge and explicit vocabulary used to learn about the content
- **Disciplinary knowledge**- this considers how geographical knowledge originates and is revised. It is through disciplinary knowledge that children gradually become more expert by *thinking like a geographer*.

This ensures that pupils develop the knowledge, skills and understanding of the key geographical concepts of **contextual knowledge, processes** (both physical and human) and **geographical skills** ensuring that they achieve/exceed the aims of the National Curriculum for Geography – Key Stages 1 and 2 (DfE, 2013)

We aim to develop pupils' knowledge and skills within a topic themed curriculum. Pupils are given opportunities to use and apply their skills across the curriculum, with opportunities to consolidate and reinforce taught literacy skills.

We aim through our Geography teaching to enable children to:

By the end of YN: to identify obvious similarities and differences when exploring and observing and attain points 1-3 on the FSP.

By the end of YR: to find out about past and present events in own life and in those of family members and other people s/he knows. Begins to know about own culture and beliefs and those of other people and attain point 6 on the FSP.

By the end of KS1: achieve national expectations of securing ARE Year 2 secure.

By the end of KS2: achieve national expectations of securing ARE Year 6 secure.

Progression

To ensure progression from Foundation through to Year 6, to meet National expectations, we have developed a scheme of work which is based on PoS in the National Curriculum for geography. The expectations for each topic are based on the ARE's in our Learner Profile for geography.

The scheme of work ensures that pupils become more expert as they progress through the curriculum, accumulating and connecting **substantive** and **disciplinary** geographical knowledge. to enable all children to see themselves as geographers. These are developed, building on Foundation work using children's interests and experiences in a non-repetitive way.

Learning and Teaching

Geography is taught as part of a themed curriculum across the school often in blocks of lessons, so a specific geography skilled based lesson is not carried out on a weekly basis; however, where geography is the umbrella subject for the term, knowledge of a particular aspect of geography is taught according to each year group's timetable. Pupils are encouraged to consolidate their learning of a key skill which is taught at the beginning of the week through independent learning activities later in the week.

Planning is done uniformly with a standard format for topic lessons in Key Stages 1 and 2. Nursery and Reception use their own planning format based on Early Learning Goals. Medium Term plans are completed outlining objectives, Key Questions, and outcomes at the beginning of each term and weekly plans are completed from week to week. The Geography Learner Profile is used to focus on teaching Key Skills each lesson. Planning is carried out by each teacher following the Knowledge and Language Learner Profile and shared through Teams. The topics are organised by term within the folder and include a MTP, Notebook and resources including a 'Starting point / Have a go' activity and a suitable monitoring / challenge activity.

Inclusion

Teaching follows the guidelines of the whole school policies for equal opportunities, SEND, EAL and G&T. Planning ensures that all abilities and learning styles are catered for and TA support is outlined to support a target group or individual children as required. Pre-teaching of key vocabulary is used as an Intervention strategy for identified children. Teaching is generally in mixed ability groups enabling peer support and independence within the groups. Support and extension materials are provided as appropriate.

Learning Environment

Each year group has a dedicated topic display board which includes the aspect of geography being taught and the key vocabulary for the topic. These can be interactive, include children's work, be teacher developed or a mixture of the three. New technology is used where appropriate.

Monitoring

At St Luke's there is an annual monitoring plan for all subject areas ensuring that there aren't any clashes. Triangulation Monitoring takes the form of work sampling, learning walks, planning trawls, pupil interviews, lesson observations and professional meetings with colleagues. Feedback from this monitoring, informs further developments within the subject.

Assessment

In the Foundation Stage assessment takes the form of observations. In KS1 and 2, assessment is through teacher assessments throughout the topic. Teachers focus on a target linked to the NC and mark against this target giving children continuous feedback. Teachers also make observations during independent learning activities. All assessments are recorded using the School's Assessment grids on ONE NOTE. Targets are directly related to the National Curriculum objectives.

Marking and Feedback

Children use the smiley-face system of marking their own work in relation to the Can I? statement for that session provided by the teacher in the WALT. Staff will mark in reply to the face and Can I? statement and provide steps for improvement and progression.

Resourcing

St Luke's is well resourced for geography and resources are kept in a central store where resources are grouped by topic boxes. When a class takes a box, they place their class name in the space enabling other members of staff to locate equipment. There is an annual budget for geography and staff indicate extra resources required and these are ordered on a batch basis.

Health and Safety

Health and Safety for geography follows the whole school policy. The Be safe booklet from the ASE is available for all staff and is distributed yearly for staff to indicate that they have refreshed their knowledge of health and safety. Each member of staff is responsible for the activities and health and safety of their pupils.

Appendices Additional information including Learner Profiles and progressive vocabulary lists are available on the school's learning platform.