



Holy Family

Catholic Primary School

Geography Policy

Approved By:	SLT
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Mission Statement

Our mission statement at Holy Family Catholic Primary School is embedded by the statement of ethos:

'Learning together, playing together, praying together'

Holy Family School is a place that is committed to create challenging, stimulating and effective learning.

We know that God's love surrounds us and we are all valued, gifted and unique.

Intent

Geography is essentially about understanding the world we live in. It helps to provoke and provide answers to questions about the natural and human aspects of the world. At Holy Family, children are encouraged to **develop a greater understanding and knowledge** of the world, as well as their place in it and to enhance their cultural capital and **know about life beyond Stainforth**. The knowledge rich geography curriculum is carefully sequenced and enables children to develop knowledge and skills that are transferrable to other curriculum areas. Geography is an investigative subject, which develops an **understanding of concepts, knowledge and skills**. At Holy Family our intent, when teaching geography, is to inspire in children **a curiosity and fascination** about the world and people within it; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

Implementation

We teach the National Curriculum 2014 and Understanding the World, People, Culture and Communities, in the Early Years. Geography at Holy Family is delivered using the 'ARK Mastery Curriculum+' once per week. A progression grid is in place to ensure that Geography is taught in a systematic and progressive way, as well as long term planning. This ensures that skills and knowledge are built on year-by-year and sequenced appropriately to maximise learning for all children.

It is important that children develop the skills of a geographer by fully immersing them in all areas of the subject. The local area is fully utilised to achieve desired outcomes, with opportunities for learning outside the classroom embedded in practise. School trips and

fieldwork are provided to give first hand experiences, which enhance children's understanding of the world beyond their locality.

In Key Stage 1, pupils begin their journey in geography with a study of the familiar – the local area. They then move outwards to study the United Kingdom and outwards again to gain an overview of the world and the continents and oceans within it. Pupils then study a contrasting location within Kenya, Africa.

Through Key Stage 2, pupils develop their understanding of locations, places, processes and people. In Lower Key Stage 2, they use their knowledge of the UK to understand settlements and land use before exploring Europe, North and South America. The exploration of these continents includes identifying the location of and characteristics of a range of the most significant human and physical features as well as the opportunity to explore three places in more depth and compare them to their own locality. Pupils also learn about climate zones, biomes, rivers and rainforests.

Impact

By the time children leave Holy Family they will:

- Have an excellent knowledge of where places are and what they are like.
- Have an excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- Have an extensive base of geographical knowledge and vocabulary.
- Have the ability to reach clear conclusions and develop a reasoned argument to explain findings.
- Have significant levels of originality, imagination or creativity.
- Be highly developed and frequently utilised fieldwork and other geographical skills and techniques.
- Have a passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.
- Have the ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

Planning and Organisation

We use the ARK Mastery Curriculum+ as the basis for our curriculum planning. Geography Mastery is carefully sequenced and is a knowledge-rich comprehensive curriculum that has been strategically sequenced to ensure a broad and effective learning experience for all children. Each unit of work is underpinned by a clear rationale and conceptual rigour. Connections are meaningful, links between subjects have been embedded to ensure children gain a rich understanding from a geographical perspective. It provides full coverage of the National Curriculum and beyond along with a balance between Geographical knowledge and skills. In addition, enquiry throughout the units encourage children to engage with major global challenges such as the environment, community cohesion, and ethical decision-making.

Class teachers are responsible for the teaching of Geography in their class in consultation with and with guidance from the geography team/senior management.

Knowledge Organiser My Local Area


Glossary	
1	aerial map a map that shows us what places look like from above
2	bungalow a house all on one level
3	caravan a home which can be moved from one place to another
4	cottage a small house in the countryside
5	detached house a single house not attached to other houses
6	flat one of a group of homes in the same building
7	houseboat a home on a boat
8	journey going from somewhere to somewhere else
9	key shows what the symbols mean
10	local area the place around where you live and go to school
11	map a picture that shows us where places are
12	route the way we go to get somewhere
13	semi-detached house a house attached to one other house
14	symbol a picture of something you might find on a map
15	terraced house a house attached to other houses on both sides

Maps


This is a map of a park. We can use it to help us see where things are in the park.

The key shows us what the different pictures mean. We call the pictures symbols.

This is a map →



This is a symbol



This is the key

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Local Area

You have a local area around your home and around your school. There can be many different places in your local area.

In your local area there can be houses, shops, parks, a hospital, a library, a swimming pool, schools and other places too.



What is in your local area?
Is there anything special in your local area?



Going on a Journey

When you go somewhere, you go on a journey. You can go on a journey to school, a journey to the park, a journey to see your friend or to the shop. You can go on other journeys too.

The way you go is called the route. You will see different things on your route. You might see a park, some houses or a postbox. There are other things you might see too.

Have you been on a journey?
What do you see on your route to school?



Aerial Map

This is an aerial map and it shows us where things are. Aerial maps show us what it looks like from above. It's what it would look like if we were a bird looking down from the sky.



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The Foundation Stage

We teach geography in reception classes as an integral part of the topic work covered during the year. This has been re-organised this year in line with the newly launched Foundation Stage Curriculum (September 2021). As the reception class is part of the Foundation Stage, we relate the geographical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. Geography makes a significant contribution to the development of each child's knowledge and understanding of the world, through activities such as investigating around their school environment, researching different environments e.g. chilly places, or going on simple fieldwork and drawing simple maps and plans.

Geography and Computing

Computing enhances the teaching of geography in our school significantly, because there are some tasks for which computing is particularly useful. It also offers ways of affecting learning that are not possible with conventional methods. Software is used to animate and model geographical concepts, and to allow children to investigate processes, which it would be impracticable to do directly in the classroom. Children use computing to record, present and interpret data, to review, modify and evaluate their work, and to improve presentation. Children learn how to find, select, and analyse information on the Internet and on other media.

Geography and Inclusion

At Holy Family, we teach geography to all children, whatever their ability and individual needs. Geography forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our geography teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details, see individual whole-school policies:

Special Educational Needs; Disability Non-Discrimination; English as an Additional Language (EAL).

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

Fieldwork

Fieldwork is integral to good geography teaching, and we include as many opportunities as we can to involve children in practical geographical research and enquiry.

All of the children will carry out investigations into the local environment, and we give them opportunities to observe and record information around the school site.

Assessment

There are many reasons why it is important that learning in geography is assessed, including:

- Pupils need opportunities to reflect on their learning
- Teachers need to know that learning has taken place, be able to demonstrate progress and identify future learning needs.
- Assessment increases pupils' motivation and improves learning, as their raised awareness of their progress illustrates the value of this learning.
- Assessment allows the leadership team, parents, governors and school inspectors to see geography education's impact on pupils and whole school outcomes, such as Ofsted judgements on individual's ability to demonstrate geographical skills as well as geographical knowledge. It is important an equal balance of these branches of geography are taken into account when assessing and therefore it is crucial children have the opportunity to learn, develop and consolidate both these areas.

Formative assessment opportunities are provided through:

- live marking
- verbal feedback
- analysis of children's work
- questioning
- discussions
- quizzes

Summative Assessment

By using regular formative assessments, teachers are able to determine which objectives have been achieved and which will need revisiting. This information is then reported to parents annually. Teachers are expected to make regular assessments of each child's progress and to record these using OTrack.

Monitoring and reviewing

The geography subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in geography. The geography subject leader 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 leader gives SLT ongoing reports in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. At Holy Family, we allocate time for the vital task of reviewing samples of children's work, analysing data and coaching colleagues. This triangulation allows the leader to assess attainment, progress, impact of CPD and what CPD would move the subject further forward.

Greater Depth

The 3 key aspects of pupil's achievement:

- Contextual world knowledge
- Understanding of the conditions
- Competence in geographical enquiry

Key skills

1) **Levels of independence**: Children should show initiative when answering pertinent geographical questions without adult support. If research/ map reading causes further questions or lines of enquiry children will independently have a go at answering them and take ownership of their thoughts and learning.

2) **Confidence**: Children should be more than willing to use a range of resources E.G globe/atlas/ reading material to answer geographical questions in order to broaden their knowledge and deepen their understanding. They will not deter easily and shall only draw on teacher support as a last resort or to confirm their independent research.

3) **Explanation**: Children must be able to correctly use a wide range of key vocabulary and geographical terms when conversing. This will enable the children to make in depth comparisons regarding human and physical geography and be as accurate as possible when discussing the location of continents, countries and oceans.

4) **Communicate**: Children must be able to confidently share their geographical learning in a way that is coherent and clear. A wide range of mediums will be demonstrated over the course of the year and children should choose how they wish to present their information in order to achieve this: such as writing, drawing, symbols and keys. The children should offer insight, reasoning and justifications for the opinions or conclusions they form as a result of their perceptions and learning.

5) **Re-Visit**: Children will not only show a secure understanding and obtain fluent knowledge of the UK and wider world but will also readily and actively draw on previous learning to form deeper connections, justifications and reasoning as well as to enhance their own understanding.

Dimensions of Progress

- Demonstrating greater fluency with world knowledge by drawing on increasing breadth and depth of content and contexts.
- Extending from the familiar and concrete to the unfamiliar and abstract.
- Making greater sense of the world by organising and connecting information and ideas about people, places, processes and environments - Working with more complex information about the world, including the relevance of people's attitudes, values and beliefs
- Increasing the range and accuracy of pupils' investigative skills, and advancing their ability to select and apply these with increasing independence to geographical enquiry.

The national curriculum for geography aims to ensure that all pupils:

- Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.

At greater depth children should be able to:

1. Ask and answer a **good range** of pertinent geographical questions.
2. Have a **fluent knowledge** of the countries within the UK, the world's continents, oceans as well as a range of European countries
3. There is a good awareness of the countries in South America and a **deep understanding** of key countries studied, which they can **confidently discuss** and **explain**.
4. Be able to recognise the type of place somewhere is based on its characteristics and discuss its features
5. There is an in **depth understanding** of and some **excellent descriptions** of the significance of geographical features and zones.

- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.

At greater depth children should be able to:

1. Have a **clear understanding** and **be able to explain** the difference between human and physical geography
2. Use **key language accurately and consistently** within their written and verbal work
3. Have a **fluent knowledge** of biomes and climate zones and be able to explain how these physical features contribute to a place
4. Compare places using the careful and correct terminology to **offer reason and explanation** when looking at similarities and differences to **create insightful comparisons**
5. Have a **secure understanding** of how climate change is influenced by human behaviour (deforestation, plastic pollution, global warming) and be able to **confidently and independently discuss in detail** the cause and effect this has to our planet

Oracy in geography

At Holy Family Catholic Primary School, we recognise that developing strong oracy skills is essential for students to express, explore, and deepen their understanding of geographical concepts. Oracy refers to the ability to articulate ideas, engage in discussions, and listen effectively, which is central to students' learning in Geography. Through purposeful speaking and listening activities, students will develop their communication skills, confidence, and critical thinking in relation to geographical topics.

Opportunities for oracy in geography lessons:

- **Pair and Group Discussions:** Regular opportunities for students to discuss geographical topics in pairs or small groups, sharing ideas and practicing active listening.
- **Role-play and Debates:** Using role-play and debates to explore different geographical issues, such as conservation, environmental management, and sustainability, to encourage thoughtful dialogue.
- **Questioning Techniques:** Teachers will use open-ended questions to stimulate discussion, asking students to explain, justify, and elaborate on their ideas about geographical topics.
- **Interactive Presentations:** Students will be encouraged to present their work using visual aids, maps, and models, which will aid in expressing their geographical understanding clearly and effectively.
- **Active Listening:** Teachers will model and encourage good listening skills during discussions, ensuring all students have the chance to speak and be heard.

Arrangements for review

Policies are regularly updated/reviewed by staff and governors to ensure that all aspects of the geography policy aims are being met and that the standards of geography are continuing to improve. The Executive Headteacher, Head of School and geography subject leader will review this policy again by September 2025.