



Holy Family

Catholic Primary School

Geography Policy

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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 Oxford Owl Geography Mastery as the basis for our curriculum planning. Oxford Owl 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 Leadership Team.

Example of Knowledge Organiser for Year 1

Year 1 Unit 1: Our local area

Knowledge organiser

Maps

- Maps help you find where you are, or where you are going.
- A route is a way you get from one place to another.

- Maps have pictures or symbols.
- Maps have a key which tells you what symbols mean.

Local area

- Your local area is the area around your home.
- Your local area is different from other local areas.
- There are different jobs for people in our local area.

- There will be things we like and dislike about our local area.
- Your local area can have old or new landmarks.

Homes

There are different types of homes in our local area.

bungalow

flats

terrace house

house boat

semi-detached house

cottage

caravan

detached house

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Geography in the Early Years Foundation Stage (EYFS)

In the Early Years Foundation Stage (EYFS), geography is taught as an integral part of the topic work covered within the setting. Teaching and learning are guided by the EYFS Statutory Framework and informed by Development Matters (non-statutory guidance).

Children develop their geographical understanding through first-hand experiences that encourage them to explore the world around them. They learn by finding out and exploring, asking questions, and showing curiosity about people, places, objects, and events.

Opportunities are provided for children to use their senses to observe their environment, helping them to develop an awareness of similarities and differences in their surroundings.

Through play-based and adult-led activities, children begin to develop an understanding of their immediate environment and the wider world, laying the foundations for future geographical learning.

Geography can be found within 'Understanding the World'. Children who reach their Early Learning Goal (ELG) by the end of Reception in this area should be able to:

- Draw information from a simple map.
- Understand that some places are special to members of their community.
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different to the one in which they live.
- Understand the effect of changing seasons on the natural world around them.

Key Stage 1 and 2

We use Oxford Owl Geography Mastery for geography in Key Stage 1 and Key Stage 2 to ensure full coverage of the subject is taught. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit. Opportunities for progression are planned for to ensure that children are increasingly challenged as they progress through the school.

Key Stage 1

In Key Stage 1, pupils develop secure foundational knowledge of their local area, the United Kingdom, and the wider world. They are introduced to essential geographical vocabulary related to human and physical geography and begin to understand key concepts. Pupils develop early geographical skills through first-hand observation, simple fieldwork, and map use, supporting the development of locational awareness and place knowledge.

Key Stage 2

In Key Stage 2, pupils build upon and deepen prior learning by extending their knowledge beyond the local area to include the United Kingdom, Europe, and North and South America. They develop a more detailed understanding of the location, characteristics, and interrelationships of significant human and physical geographical features. Pupils apply and refine their geographical knowledge and skills through increasingly complex enquiry, fieldwork, and map work, strengthening their locational knowledge and understanding of place.

Long Term Plans

Our long term plan for geography provides each year's long term objectives. The programme contains 5 units of work within each year group, covering a carefully considered balance of history and geography topics.

Medium Term Plans

Our detailed medium-term plans are drawn up by teachers in their year groups using the long term plans provided. This ensures coverage and progression of skills and knowledge throughout the school. The relevant programmes of study and specific learning objectives are stated on these plans.

Short Term Plans

Weekly planning is used throughout the school from EYFS to Y6. Planning outlines the learning objectives, which are taken from the medium term plans. The geography leader monitors planning, delivery of planning and the impact of this through the children's outcomes.

Spiritual, Moral, Social and Cultural Development

When teaching geography, we contribute to the children's spiritual development by helping them to develop a sense of awe and wonder about the natural world and the diversity of landscapes and environments. We also provide children with opportunities to explore moral issues, such as caring for the environment, sustainability, and the fair use of the Earth's resources. Through the study of different places and communities, children learn about how people live around the world and how human activity can impact the planet. The geography programme of study enables children to understand how Britain's landscape and society have been shaped over time and how they continue to be enriched by a diverse, multi-cultural population today.

Eco Schools

As a developing Eco School, our intent is to seek to nurture knowledge, creativity, kindness, wisdom and many more skills that will allow our children to develop and flourish, as well as helping to provide a better environmental future. What young people learn today will influence how future generations live. Our aim is to empower the children to work towards a more sustainable lifestyle and to help mould them into responsible global citizens. At school, we believe we play a vital role in developing awareness and passion for the importance of our environment.

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).

SEND

Except in exceptional circumstances, where a child has an EHCP and cannot access the Geography unit of work, expectations are that all children will achieve the same end points. A list of ideas to support children has been given to all staff. Children who cannot access the Geography unit of work will have Geography work that has been adapted to their particular needs. e.g. using a video camera to capture activity on a field trip rather than navigating inaccessible areas. Occasionally, pupils with SEN and/or disabilities will have to work on different activities, or towards different objectives, from their peers.

Mastery

Children working at greater depth will have mastered the learning objective expected for their age and will therefore be able to delve deeper into the concept in more detail. Their achievement will now focus on the depth of understanding of the areas taught and the ability to apply this understanding in a variety of contexts. It is not accessing the next year's curriculum. We use the phrase, 'Teach less, learn more'. It is not simply knowing the answer and memorising facts. Children, working at greater depth will have the opportunity to articulate their learning by explaining how they solved a question or prove how they discovered the information. They will also make links between their knowledge across the curriculum and will apply them to everyday life. For pupils to gain an in-depth knowledge of a concept, teachers will provide them with a range of different styles of questions and scenarios. This not only exposes them to variation, but it also captures their intellectual curiosity and leads to positive attitudes to life-long learning.

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.

Recording of Children's Work

Pupils are encouraged to record and communicate their geographical learning using a range of methods. These may include written and oral reports, maps, charts, diagrams, models, artwork, and photographs. Samples of pupils' work are retained to demonstrate ongoing progression in geography, including photographic evidence of displays, fieldwork, presentations, visiting speakers, and educational visits.

The Learning Environment

All classrooms have a Geography Working Wall. Here a World Map is displayed to develop an awareness of the globe. Also displayed are the key concepts being taught which are referred to at the start of each lesson. The Key Vocabulary is displayed as it is taught. Globes and atlases are on display for children to use independently. Children's work is displayed and celebrated.

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 Sonar.

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.
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Geography and AI

The use of artificial intelligence (AI) within geography teaching supports the delivery of a high-quality curriculum that inspires pupils' curiosity and deepens their understanding of the world. AI may be used to enhance teaching and learning by providing adaptive resources, and personalising learning experiences where appropriate. Any use of AI is purposeful, carefully considered, and proportionate to the learning objectives. Staff apply professional judgement to ensure that AI supports, rather than replaces, high-quality teaching. All use of AI is underpinned by a strong commitment to safeguarding, ethical practice, and data protection, ensuring that pupils' wellbeing and learning remain central at all times.

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 2027.

