



Join the faith and learning journey



St Antony’s RC Primary School

Geography Policy

Mission Statement

St. Antony’s School is part of the Roman Catholic community of the Holy Family, where Jesus Christ is our inspiration as we raise standards and aspirations for all of our children.

INCLUSION STATEMENT

In this school, we are educating our children to:

- know who they are - a special and unique gift from God
- know why they are here - we all have a purpose and responsibility to look after God's world
- work hard and aim high for their future- find and use their God given talents to be what God intended them to be.

We are a Catholic community, in a modern society, where everyone is equal. The most loving and merciful Jesus Christ is our role model, and He welcomed everyone. All children are welcome in our school, and they and their families become part of our St. Antony's family. We will love and nurture them, and do our best to help them, on their faith and learning journeys, to become what God wants them to be.

Adopted by Governors:(signed on hard copy)

Date: October 2023

Review date: October 2025

POLICY INTENT

The intent of our Geography curriculum is to create a love of the great outdoors, to provoke children's curiosity and fascination about the natural and human world and its people that will remain with them for the rest of their lives.

We are committed to providing children with opportunities to investigate and make enquiries about the local area of Shadsworth and Blackburn so that they can develop a real sense of who they are, their heritage and what makes our local area unique and special. At the same time, as we raise aspirations for all our children, we want all our children to know they live in a world that is wide open to them. With opportunities to travel and work countries across the world a possibility for all. Working with parents, we intend that our pupils leave St. Antony's with the knowledge and skills, which will promote their spiritual, moral, social and cultural development. We aim to ensure children are aware of global geographical issues, the importance of sustainability and human action upon our world.

["The Earth is the Lords, and everything in it the world, and all who live in it." Psalm 24:1](#)

AIMS

When teaching Geography, we aim to make every child a geographer by:

- providing a Geography Curriculum that is interesting, broad, balanced, relevant and differentiated and utilises a cross-curricular approach to teaching and learning.
- enabling children to develop their knowledge and understanding of the world in which they live through investigation of that world.
- gaining a perspective in which children can place local, national and international events.
- recognising important geographical patterns and relationships in different landscapes and different activities.
- developing a range of skills needed to carry out geographical enquiry and interpret data.
- measuring the progressive development of geographical concepts, knowledge, skills and aptitudes.
- enabling children to work geographically in a range of appropriate contexts, using a variety of materials and equipment.
- promoting positive attitudes towards, and enthusiasm for geographical work in school.
- gaining an understanding of the processes that have produced pattern and variety on the Earth's surface and those processes that can bring about change.
- becoming acquainted with a variety of maps, including large-scale local maps, and to be able to apply skills of map-reading and interpretation to globes and atlas maps, and to identify geographical features.

IMPLEMENTATION OF THIS POLICY

SUBJECT LEADER ROLE

The subject leader for Geography is Mrs Joanne Malak.

The subject leaders are responsible for the day to day management of resources, keeping up to date in curriculum innovation, sharing good practice with staff and ensuring that planning for the subject is progressive and in line with national expectations.

Subject leaders are the 'expert' in school and can offer support to staff including signposting where necessary.

Together with the Headteacher and Governors, they are involved in the monitoring, review and evaluation of the subject both as a standalone and as part of the wider curriculum.

RESOURCES USED

At St. Antony's we use a variety of resources to aid our teaching of Geography. We use the Knowledge Rich Projects on Cornerstones Maestro as a basis and we are members of the Geographical Association whose aims are to further geographical knowledge and understanding, through the promotion and dissemination of good practice in geographical teaching and learning.

The 'Digimap for School's' software is also used and is an online mapping service providing access to OS mapping from across Great Britain at a variety of scales. This includes historical mapping from the 1890's and 1950's as well as cloud-free aerial mapping. As well as Geography it supports studies in Maths, English and outdoor activities.

CURRICULUM PROGRESSION THROUGH THE STAGES

Early Years Foundation Stage:

Early years outcomes are prerequisite skills for Geography within the national curriculum. The table below outlines the most relevant early years outcomes from 30-50 months to ELG, brought together from different areas of the Early Years Foundation Stage, to match the programme of study for Geography. The most relevant early years outcomes for Geography are taken from the following areas of learning:

- Understanding the World

30-50 Months	Understanding the world	The World	To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world. To talk about some of the things they have observed, such as plants, animals, natural and found objects. To talk about why things happen and how things work. To develop an understanding of
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			growth, decay and changes over time. To show care and concern for living things and the environment.
40-60 months	Understanding the world	The World	To look closely at similarities, differences, patterns and change.
ELG	Understanding the world	People and Communities	To talk about past and present events in their own lives and in the lives of family members. To know about similarities and differences between themselves and others, and among families, communities and traditions
		The World	To know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another

During the Foundation stage, young children are given opportunities within the Early Learning Goals to find out more about the world in which they live and the people they encounter. The children take part in first-hand experiences, including the chance to explore the local environment, gather information, and communicate their views.

Key Stage 1

During Key Stage 1, pupils investigate their local area and a contrasting area in a non-European country, finding out about the environment in both areas and the people who live there. They also begin to learn about the wider world. They carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions about people, places and environments, and use geographical skills and resources, such as maps and photographs.

Key Stage 2

During Key Stage 2, pupils investigate a variety of people, places and environments in the United Kingdom and abroad, and start to make links between different places in the world. They find out how people affect the environment and how they are affected by it. Pupils carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions, and use geographical skills and resources, such as maps, atlases, aerial photographs and ICT. Children will develop geographical enquiry skills, including asking geographical questions, collecting and recording information and identifying different views. They will acquire the appropriate practical skills associated with Geography, including using suitable vocabulary, fieldwork techniques and maps, plans and atlases. Children will use secondary sources of information with accuracy, including aerial photographs, satellite images, Internet etc.

Geographical Skills

Throughout both Key Stages, there is a continuing development of a widening range of geographical skills.

Key Stage 1:

- to use geographical vocabulary
- to undertake fieldwork in the school locality, i.e. the school buildings, grounds and the surrounding area
- to follow directions
- to make maps and plans of real and imaginary places using pictures and symbols
- to use maps, plans and globes at a variety of scales
- to use secondary sources to obtain geographical information
- to use ICT to help in investigations and to present findings.

Key Stage 2:

- to use appropriate geographical vocabulary to describe and interpret their surroundings
- to undertake fieldwork using appropriate techniques and instruments to make measurements
- to use and interpret globes
- to use and interpret maps and plans at a variety of scales, and make maps and plans at a variety of scales, using symbols/keys
- to use co-ordinates and four-figure grid references, and measure direction and distance on a map/plan/globe
- to follow routes on a map/plan/globe
- to use the contents and index pages of an atlas
- to use pictures, photographs and other sources to inform studies
- to use ICT to help in geographical investigations, i.e. to assist in handling, classifying and presenting evidence.

PLANNING AND SEQUENCING LEARNING

Geography is taught based upon the 2014 Primary National Curriculum in England, which provides a broad framework and outlines the skills and knowledge to be taught in each key stage. At St. Antony's Geography is taught once a term and so over the year, there are three units from Year 1-6.

Teachers identify the key knowledge and skills for each topic and consideration is given to ensure progression across topics throughout key stage year groups so that prior knowledge is built upon across school.

EQUALITY

All pupils at St. Antony's will be protected against discrimination according to the protected characteristics of the Equality Act. We aim to serve our community, as our pupils deserve the best learning

St Antony's promotes and delivers inclusive classroom practices where children, with and without learning differences, learn together. Our classrooms are welcoming and support the diverse needs of all, recognising pupils within the same class will not all have the same starting points. We provide opportunities for children to work together, understand and value different points of view, think critically, and be successful learners. We use a range of strategies to adapt learning to meet the needs of our children. Some of which are:

- Explicit instruction
- Scaffolding
- Cognitive and metacognitive strategies
- Flexible grouping
- Use of technology

We are committed to creating a school in which the teaching and learning, achievements, attitudes and well-being of every pupil are valued.

ENRICHMENT AND MASTERY

We give our pupils the opportunity to demonstrate mastery in a variety of ways. Educational visits are strongly encouraged and are planned for carefully to maximising the learning potential. This is particularly important for Fieldwork.

Laudato Si Week is celebrated annually. Through the teachings of Laudato Si children become armed with the knowledge to make decisions about how they choose to live their lives and look after God's planet, Our Common Home.

Children showing extensive aptitude or interest in Geography will be chosen to become subject ambassadors. They will be selected for appropriate enrichment throughout the year.

Geography plays a significant part in promoting education for sustainable development. We have established an Eco group where children develop the knowledge and understanding of the concept of sustainable development.

EXPERIENCES THROUGH THE CURRICULUM

We make great use of the outdoors in delivering our Geography curriculum. At St. Antony's our school grounds and local area are fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded into practice. The children have the opportunity to explore our outdoor classroom, the local area, including orienteering in the school grounds as well as trips to local woods, castles, and using map reading skills during residential trips.

High quality Geography teaching has extensive links throughout the curriculum:

Maths	Opportunities occur for children to apply their mathematical skills when analysing data, reading maps, plans, thermometers, and rain gauges. The use of fieldwork data, timetables and charts contributes to the children's mathematical understanding.
History	There are close links between the two subjects. A study, investigating how an aspect of the local area has changed over a long period of

	time, or how the locality was affected by a significant national or local event, will link both History and Geography. As children study British, European and World History, they use and develop their mapping skills and learn the location of place
Computing	The use of ICT can help children's learning in Geography, providing access to unlimited information. Geographical skills can be developed when using mapping, databases, weather charts, satellite images, tourist information and the latest news of events from around the world can be accessed through the Internet.
English	With careful planning, Geography provides opportunities for children to develop and apply their literacy skills. Reading and writing skills are essential when the children are undertaking geographical enquiry, when collecting information and source material, when making notes and following instructions. Pupils need to communicate in ways appropriate for the task and audience, for example writing to a newspaper about a local issue. Evaluating environmental issues requires children to articulate their ideas and to compare and contrast their views with those of other people. Good oral communication skills can be developed as the children collaborate in fieldwork.
Science	There are many links between the two subjects as they both study the world around them for e.g. In programmes of study there are weather patterns and the water cycle. Exploring lines of enquiry through conducting fieldwork follows the same principles as a science experiment.
PE	We are fortunate to have an orienteering course. As part of map work and orienteering skills, children will have the opportunity to follow progressive directions on the orienteering course.

Spiritual, Moral, Social and Cultural Development

Geography provides opportunities to promote the following.

Spiritual development: Through helping pupils to recognise the beauty and diversity of the world. A geographical awareness helps children understand their place in the world. Geography provides opportunities for children to learn about sites of wonder, or physical features that they might wish to visit in the future.

Moral development: Through helping pupils to reflect on how the environment is affected by decisions made by people, so that the children can make informed choices in the future. Through discussion, the children learn to appreciate the moral dilemmas posed by introducing changes to the environment (for example, cutting down the rainforest) and the effects this can have on the surrounding area.

Social development: Through helping pupils to understand the need to consider the views of others when discussing localities, settlements and the environment. Work on a locality in a less economically developed country provides an opportunity to discuss social issues. Fieldwork encourages collaborative projects, making the most of different

strengths and interests within a team. Cultural development: By exploring different settlements, the children can gain knowledge of different cultures, learning tolerance and understanding of their diversity.

HOME SCHOOL LINKS

Home school links are vitally important and parents are given a half termly overview of the skills and knowledge that their child will be learning in class. Each class also send out half termly homework grids that have a variety of activities, including Geography to complete. Children are then invited to share their homework with their teachers and friends. Parents are also kept up to date through our online platform, Class Dojo.

MEASURING THE IMPACT OF OUR POLICY

RECORD KEEPING AND ASSESSMENT

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Key geographical knowledge is taught to enable and promote the development of children's geographical skills. Assessment is supported by use of the following strategies:

- Observing children at work, individually, in pairs, in collaborative groups and in class during whole class teaching.
- Using open-ended questions that require children to explain and unpick their understanding.
- Providing effective feedback, challenge questions where appropriate, to engage children with their learning and to provide opportunities for self-assessment, consolidation, depth and target setting.
- Use of target tracker statements to plan specific and measurable WALT's for each lesson.

Subject leaders in agreement with class teachers agree five "Key Facts" they want the children to learn and remember from each topic. These are evidenced on KARM (Know And Remember More) cards that are stuck into children's books. At the beginning of a new unit of work, the children complete a low stake quiz making reference to the key facts that is then repeated at the end of the topic where progress in learning can be measured.

MONITORING, REVIEW AND EVALUATION

Our Geography curriculum is high quality, well thought out and planned to demonstrate progress. We focus on progression of knowledge and skills and discreet vocabulary progression also form a part of our work. We measure the impact of our curriculum through the following methods.

- Pupil conferencing – informal discussions with pupils about their learning in the subject.

- Book scrutiny, learning walks and monitoring of outcomes of work, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners.
- Target tracker data is analysed by the subject leader and appropriate action taken.

STAFF DEVELOPMENT

Subject leaders have annual CPD regarding Geography and this is shared with staff during staff meetings. Peer/instructional coaching also provides a forum for discussion and development.

GOVERNORS INVOLVEMENT

The link governor for this subject is Mrs Caroline A Palmer

Subject leaders prepare bids for the finance committee; these are linked to the school priorities. Subject leaders are asked to present their work to governors. This may be done in the form of presentation to a committee or professional dialogue with the link governor. Action plans are shared with governors. There is a formal written report to governors annually. Link governors may come into school to watch lessons and take part in events or workshops. They may talk to pupils and look at written evidence.

CONCLUSION

It is our aim that the Geography curriculum at St. Antony's equips children with key knowledge and skills, as set out in the National Curriculum, but also with a sense of awareness of themselves as people within a wide world and the impact that they, as people can have upon the world in which they live.

Reviewed by staff October 2023

This policy will be reviewed every two years.