



St Paul's Church of England Primary School Geography Policy

Adopted by: Curriculum and Achievement Committee

On: Wednesday 8th June 2022

Review: June 2025

Statement of Intent:

We live in one of the most diverse areas of London, with a rich cultural history that is reflected in our pupils and their families. At St Paul's we aim to capitalise on this wealth of knowledge and experience to develop an awareness and understanding of our local area and the wider world through the study of human and physical geography; inspiring our children to develop a fascination about the world in which they live.

Our Topic curriculum has been designed to draw together the elements of History, Geography, DT and Art and to cover all of the skills, knowledge and understanding as set out in the Development Matters document and the National Curriculum. The National Curriculum states that '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'.

Pupils will be taught to make links between these areas of learning, with the aim of developing engaged, motivated and curious learners who have an understanding of their place in their locality, the world and the future of our planet. We want them to have a map of the world embedded in their heads.

Aims:

Our aims in geography are:

- To stimulate children's interest in their surroundings and develop a knowledge and understanding of the physical and human processes which shape places.
- To increase children's knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country.
- To provide learning opportunities that enthuse, engage, and motivate children to learn and foster a sense of curiosity and wonder at the beauty of the world around them.
- To encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means.
- To make sense of their own surroundings through learning about their own locality and the interaction between people and the environment.
- To develop the geographical skills, including how to use, draw and interpret maps of different scales, and the vocabulary necessary to carry out effective geographical enquiry.
- To be able to apply map reading skills to globes and atlas maps and identify geographical features.
- To formulate appropriate questions, develop research skills and evaluate material to inform opinions.

- To enable children to work geographically in a range of appropriate contexts, using a variety of materials and equipment including other people's experiences and knowledge.

Implementation:

At St Paul's, Geography is taught through a topic approach alongside Design & Technology, History and Art. Our curriculum is carefully planned over a two-year cycle in Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2, to engage and excite all our learners. Our long-term and medium-term plans map out the skills and themes covered each term for each key stage using the National Curriculum objectives. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term.

Year 1/2	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Cycle One	Around our school (Geog)	Portrait of a Queen (Art)	London (Geog)	The Great Fire of London (Hist)	Exploring Past and Present (Hist)	The solar system (DT)
Cycle Two	What is the weather like today? (Geog)	How we used to live (Hist)	Florence Nightingale (Hist)	Child of the world (Geog)	A day at the seaside (DT)	Leftover art (Art)

Year 3/4	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Cycle One	Ancient Egypt (Hist)	The River Nile (Geog)	Thrones for a King (DT)	London and New York (Geog)	Changes to Britain (Hist)	Hats by Royal Appointment (Art)
Cycle Two	Ancient Greece (Hist)	Planning a Greek Holiday (Geog)	City and countryside (Geog)	Lunch (DT)	Romans in Britain (Hist)	London through Artists Eyes (Art)

Year 5/6	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Cycle One	River Thames (Art)	Victorian Brentford (Hist)	The struggle for Britain (Hist)	Mountains (Geog)	Rio Carnival (DT)	Mayan Empire (Hist/Geog)
Cycle Two	The Blitz (DT)	Germany (Geog)	Tudor Exploration of America (Hist)	Seascapes (Art)	British Settlement (Hist)	A tour of the British Isles (Geog)

Early Years:

Early Years (Reception and Nursery) explore geographical themes in line with the EYFS framework and the Development Matters Document. Children are guided to develop sense of their physical

world, as well as their community, through opportunities to explore, observe and find out about people, places, technology and the environment.

Teaching and Learning:

At St Paul's we use a variety of teaching and learning styles in geography lessons. Our principal aim is to develop the children's knowledge, skills and understanding in geography.

We believe in whole-class teaching methods and combine these with enquiry-based research activities. We encourage children to handle artefacts and to ask as well as answer geographical questions. We offer them the opportunity to use a variety of data, such as maps, statistics, graphs, pictures, aerial photographs, geographical footage and we enable them to use IT in geography lessons where this serves to enhance their learning. Children take part in roleplay and discussions, and they present reports to the rest of the class. They engage in a wide variety of problem-solving activities. Wherever possible, we involve the children in 'real' geographical activities, e.g. research of a local environmental problem, visiting relevant sites and carrying out fieldwork.

We recognise that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which are differentiated by task, expected outcome and/or support from peers or adults.

Assessment:

Assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible, and the marking of work is guided by the school's Marking Policy.

Summative assessments of attainment are completed at the end of year using the School's Non-Core Curriculum Assessment Document (see appendix). Teachers use their judgement as to whether pupils are achieving below, at or above age-expectation in Geography. These judgments are reported in the child's end of year report and are shared with the child's receiving teacher and the Subject Lead for Geography.

Resources:

Resources are stored in topic boxes in a central location on each of the school sites. The school has a selection of posters, photo packs, postcards, books and artefacts available for lessons. People with an interest, or expertise, in a particular topic or area of geography could be invited into school to work with the children. These might be parents, grandparents, other family members, neighbours or representatives of the local community.

Monitoring:

The Subject Lead for Geography, alongside the SLT, has responsibility for monitoring the standard of the children's work and the quality of teaching in Geography.

In order to achieve this, the Subject Lead has a monitoring schedule which identifies what monitoring will take place, the focus of the task and when it will take place. This is shared with the Curriculum Team, teaching staff and SLT throughout the year. Monitoring tasks may include:

- Book looks
- Pupil conferencing
- Learning walks
- Drop in observations
- Lesson observations

The Subject Lead uses their knowledge of Geography across the school to complete a Subject Position Paper, which identifies the current strengths and areas for development in their subject. This is shared with the SLT and School Governors regularly.

The Geography link governor meets with the Subject Lead to share attainment and progress information, monitoring outcomes and planned actions and outcomes with in order to support effective subject development.