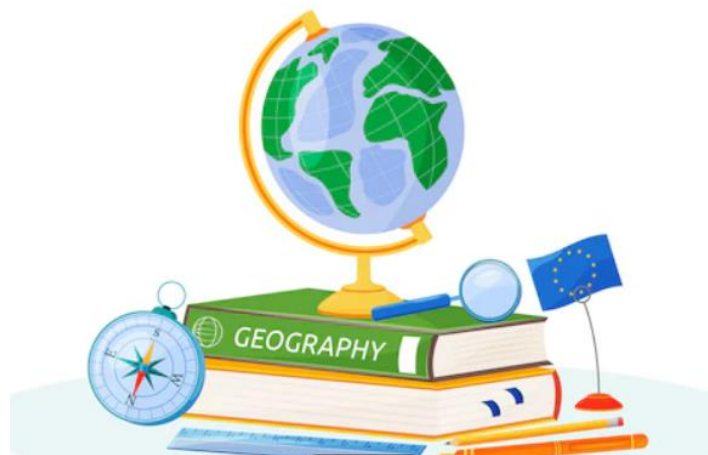


Sacred Heart Primary CVA



Our Geography Policy



Geography is the study of places and the relationships between people and their environments. Geographers explore both the physical properties of Earth's surface and the human societies spread across it.

The Patron Saint
of Geography is:
Saint Albert the
Great

What would Jesus do?



Do what Jesus did!!



Our Mission:

To make good choices in all areas of our lives, using Jesus as our role model.

Intent



At Sacred Heart, our intent for geography is ensuring the progression of geographical concepts, knowledge, and skills and for the children to develop a love of geography. The curriculum at Sacred Heart ensures the pupils learn about locational knowledge as well as teaching them about the bigger picture and their surroundings. We also want the children to develop geographical skills: collecting and analysing data, using maps, atlases, globes, aerial photographs and digital mapping to name, identify and locate countries, continents and oceans. We want the children to be able to communicate their learning in a variety of ways including sketch maps with a key and diagrams, tables and graphs and writing.

We seek learning opportunities by involving the local community and our parish. We ensure that visits to other locations or visitors to the school, enhance children's curiosity, whilst delivering memorable learning experiences. This enables the children gain a hands-on experience of living in the world around them, this builds on their confidence and allows them the opportunity for practical experiences and the development of transferable skills. This is all achieved by rooting our Catholic faith into all that we do.

Through high quality teaching, we aim develop the following essential characteristics of geographers:

- ✓ An excellent knowledge of where places are and what they are like, in Britain and the wider world;
- ✓ A comprehensive understanding of the ways in which places are interdependent and interconnected;
- ✓ Fluency in complex, geographical enquiry and the ability to apply questioning skills, as well as effective presentation techniques;
- ✓ The ability to reach clear conclusions and explain findings;
- ✓ Excellent fieldwork skills as well as other geographical aptitudes and techniques;
- ✓ The ability to express well-balanced opinions, rooted in a knowledge and understanding of current issues in society and the environment;
- ✓ A genuine interest in the subject and a real sense of curiosity about the world and its people.

Implementation

[Link to the 2014 National Curriculum](#)

Our curriculum is built upon our knowledge-rich curriculum and retrieval practice where the children are exposed to previous learning from last week, last lesson, last month and last year. At the start of every new unit, the pupils explore their related knowledge, this could be subject specific or transdisciplinary knowledge. At the end of the unit, the pupils add to this knowledge for ease of reference in the future. This encourages them to build on their knowledge from one year to the next. The pupils work travels with them through KS1 and then through KS2 so they always have reference points to previous learning.



We use a variety of teaching and learning styles in our geography lessons. We believe in whole- class teaching methods and we combine these with enquiry-based questions to focus each lesson.

We encourage children to ask as well as answer geographical questions and facilitate a high ratio of thinking and participation.



We offer our pupils the opportunity to use a variety of data, such as maps, graphs, pictures, and aerial photographs, and we enable them to use IT in geography lessons where this serves to enhance their learning.

Children take part in discussions, and they present reports/research to the rest of the class. They engage in a wide variety of problem- solving activities.

Geography is taught termly to allow children to continually access their geographical knowledge from their long-term memory and embed their skills but also to achieve depth in their learning. Teachers have identified the target knowledge and vocabulary of each blocked topic and consideration has been given to ensure progression across topics throughout each year group across the school.

The local area is utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice.

At Scared Heart, we have enhancement days which incorporate a geographical elements and, in line with Catholic Social Teaching, we look after our environment reducing the human impact on our Earth.

	Year							
Term	F1	F2	1	2	3	4	5	6
Advent	Small World Environment	Natural World Around Me	How Green is our School Local Area	Poles Apart Hot & Cold Places	What makes Britain Great? Countries, cities and human & physical characteristics of the UK.	European Travels Locate the world's countries using maps to focus on Europe	North America	The Amazon Rainforest
Lent 1	Different Countries in our World	Simple Life in different countries Differences in environment	The United Kingdom 4 Countries and seas of the UK	Sensational Safari Nottingham/Nairobi	What Happens when the Earth Gets Angry? Volcanoes and Earthquakes	Water World How does Severn Trent provide clean waste to our local community.	River Deep, Mountain High	Developing Countries in Africa
Pentecost	Ask Questions about our world	Natural and Man made world	Oh, We Do Like to be Beside the Seaside Coastlines	Sail the Seven Seas/ Oceans! Continents & Oceans	The East Midlands and the Cote d'Azur.	Blue Planet Explicit Environmental Geography	London and Rio de Janeiro Comparison Study	Care for Our Common Home Impact of Climate Change on Biomes

It is encouraged that teachers plan opportunities to use the school grounds, local environment and going further afield to conduct geographical fieldwork, trips in the local community, such as orienteering and local walks. When sessions lead to leaving the school grounds staff must adhere to the local visit risk assessment, assess the risk for specified individual pupils using the Our Lady of Lourdes Risk Assessment procedures us on Evolve.



EYFS

Early Years explore geographical themes and content through the Understanding of the World strand of the EYFS curriculum. This involves guiding the children 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. They are assessed according to the Development Matters Attainment targets.

Key Stages 1 and 2

At Key Stage 1, Geography is about developing knowledge, skills and understanding relating to the children's own environment and the people who live there and developing an awareness of the wider world.

At Key Stage 2, Geography is about developing knowledge, skills and understanding relating to people, places and environments at different scales in the United Kingdom and overseas and an appreciation of how places relate to each other and the wider world through topics.

Monitoring

The geography leader and senior management are responsible for observing practice and monitoring the quality and impact of geography teaching and learning.

Monitoring throughout the school takes place whereby the subject leader:

- ✓ Updates the staff expectations document for geography ensuring it is clear and concise.
- ✓ Planning – checking for coverage of knowledge, supports teachers via discussion of our whole- school progression map to adapt and make changes if necessary.
- ✓ Book audits and Pupil voice.
- ✓ Reviews resource provision.
- ✓ Discusses regularly with the Headteacher, the progress implementing this policy within school.
- ✓ Curriculum link governor will also visit to see 'Our Curriculum' in action.



Ideas to be Geographers at home

- ✓ Visit local areas of interest to observe physical geography
- ✓ Visit local parks to observe human geography; Titchfield Park and visit city centres to observe this too.
- ✓ Walks in the local area.
- ✓ Useful websites:
- ✓ Google Earth

<https://www.natgeokids.com/uk/>

<https://www.ducksters.com/geography/>

[https://www.kids-world-travel-](https://www.kids-world-travel-guide.com/)

[guide.com/https://world-geography-games.com/](https://world-geography-games.com/)

Assessment and Feedback

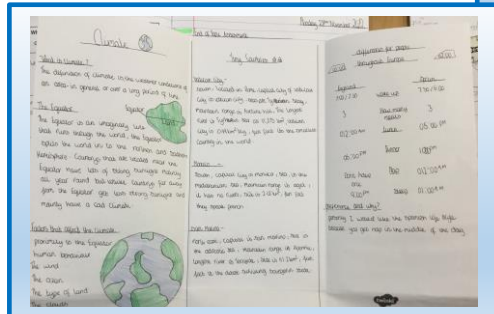
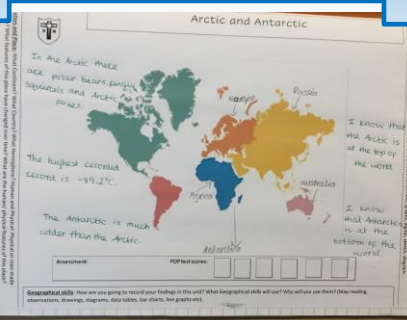
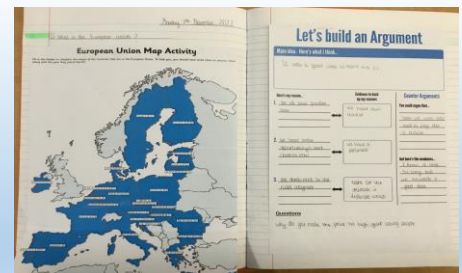
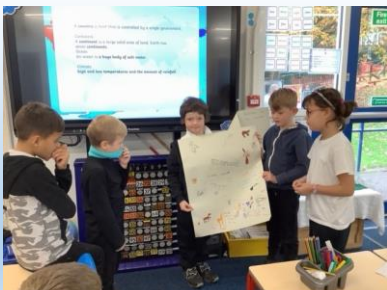
Teacher's record the progress made by children against the learning objectives for their lesson by assessing if they have achieved the Key Question, KQ by highlighting this green or orange.

Feedback is given to pupils in line with our feedback policy. This is often verbal and, in the moment, to enhance pupils progression.

Written reports to parents and governors will occur annually

We need to ensure that the environment is cleaner, purer and that it is conserved. We must care for nature so that nature may care for us.

Pope Francis on Earth Day



Written: October 23 Written by D Chisholm Review: Every 2 Years