



St. Gregory's Catholic Primary School

Geography Policy

We give thanks to God, work together and always try our best

St. Gregory's Vision, Values and Ethos

At St Gregory's we aim to provide a caring and nurturing environment which allows us to inspire each other to excellence in the light of Christ. We are very proud of our school, our pupils and their success.

We believe that children thrive on challenge and we have high ambitions for all our children.

Our School provides a learning environment to promote the skills of risk-taking, resilience and reflection. We develop self-esteem through achievement and the development of our God-given talents.

Within our learning environment, we encourage independence and the development of the skills for life-long learning. We encourage children to take responsibility for their own learning and to support the learning of others.

Our children will emerge as thoughtful citizens, respectful of the needs and rights of others and well prepared for a future in a rapidly changing world.

We seek to promote to the utmost the development of every child's personal wholeness, integrity, gifts and creativity in a welcoming and loving school community. We do so in partnership with parents, guardians and all others who have the welfare of the child at heart.

Our school is an integral part of the Parish of St. Gregory's. We promote links with the Parish, the local and wider community and as well as international partnerships.

Introduction

In this policy the Governors and teachers, in partnership with pupils and their parents, set out their intentions about geography. We set out our rationale for, and approach to geography education in the school.

Consultation

This policy has been produced in consultation with staff through:

- Staff Meetings
- CPD
- Consultation with Specialists in BCCET
- Consultation with the wider school community



Defining Geography

The DfE 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. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Statutory Curriculum Requirements

Key stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

Locational knowledge

- name and locate the world's 7 continents and 5 oceans
- name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to:
- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage



- use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment

Key stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America

Human and physical geography

- describe and understand key aspects of:
- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied



- use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

Rationale

Through our teaching and learning in geography, we aim to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they develop lifelong skills and knowledge. We believe that geography teaching is about developing an understanding of our world, through experience, investigation and learning from secondary and primary sources. Geography helps children to gain a greater understanding of the ways of life and cultures of people in other places. This will help to enable children to take responsibility for their role in society and to develop a caring attitude towards others, animals and plants in our environment. This cultural capital will give them the tools they need to live in our ever-changing world.

Aims of Geography

At St. Gregory's Catholic Primary School, we aim to provide quality teaching and learning of geography to promote:

- Consider issues which face the local community and those on a global scale and consider how all our pupils and strive to be part of a solution.
- To equip students with the knowledge and skills to explore diverse environments, cultures, and geographies, cultivating a sense of belonging to both a local and global community.
- Recognising our responsibility as citizens to care for the planet and all its inhabitants, emphasising the importance of sustainability and ethical considerations in geographic contexts.
- develop understanding of different places in our own community and around the world. Through thoughtful exploration and investigation (including research, map work and field work), students will discover the interconnections that shape our world, encouraging them to think critically about the social, economic, and environmental challenges we face today.

Inclusion and Adaptive Learning

We will ensure geography is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances.

Equalities Obligations

The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked-after children.



Broad Content of Geography

In **EYFS** students will begin to develop their understanding of the world around them. They will know where they are placed and will begin to recognise that there are other places around them. They will become familiar with the location of their home and school.

As they move into **Key Stage 1**, students gain a greater understanding of the world around them, studying their local area in greater detail, the weather, Planet Earth and Africa. Their locational and place knowledge will deepen as they begin to look more closely at their immediate environment but also Planet Earth as a whole. They will identify many types of housing and weather patterns as well as be able to name the countries within the UK, the seven continents and five oceans. They will begin to understand why different locations have different climates and will be able to compare and contrast opposing environments, using geographical vocabulary. Students will become more aware of how humans interact with the environment in different parts of the earth. They will study different types of map and will broaden their own understanding of maps and graphicacy by creating more detailed maps using symbols and keys.

In **Lower Key Stage 2**, students study the UK in more detail, they learn specific locational facts such as capital city names, landmarks and flags. They also begin to develop an understanding of human geography by studying population and distribution. They look at physical features of the UK by contrasting rural and urban areas and gain an understanding of migration and tourism. Students are provided with many opportunities to develop a greater understanding of the physical processes that take place on earth by delving into the natural world and its resources, they will understand how volcanoes form, how and why earthquakes occur and will study rivers and coasts – completing case studies as they go.

As they progress to **Upper Key Stage 2**, students continue explore the human world, enabling them to see links to their physical geography. They will study settlements and land use, natural resources and their use, biomes and North America. They will continue to deepen their geographical skills and knowledge through studying many different types of maps and graphs. They will understand the difference between labelling and annotating and will be able to analyse different types of data using these geographical techniques. They will complete extended pieces of writing demonstrating their understanding, using subject specific vocabulary. This curriculum prepares them with high quality skills and knowledge needed for Key Stage 3 and beyond.

Threshold Concepts

The Threshold Concepts Within geography, there are 4 key threshold concepts, which when combined, ensure that our students can access a deep understanding of the subject. The threshold concepts relate to core aspects of disciplinary knowledge and substantive knowledge. For example, when 'thinking like a geographer', students need a deep understanding of place, knowledge and geographical skill to enable their understanding of physical and human geography. As students progress through the curriculum narratives, so should their understanding of the threshold concepts:

1) Location and Place Knowledge

Location and place knowledge is not simply about knowing where a place is in the world. It includes:

- Location Knowledge: world countries, regions, environments, continents, physical features (rivers and mountains)



- Physical Knowledge: similarities and differences between places (physical and human), cultures, cities, capitals
- Map Literacy: latitude, longitude, equator, northern hemisphere, southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones

2) Geographical Techniques

The use of geographical techniques such as fieldwork, but also the use of terminology and geographer traits, such as:

- Map literacy, Ordinance Survey maps, grid references, latitude and longitude, atlases, globes, GIS (Google maps), aerial photos.
- Numeracy and graphicacy, manipulating data, interpreting graphs and tables, constructing graphs.
- Literacy skills using key terminology, constructing and writing arguments, writing persuasively.
- Annotating diagrams/photos, using case studies, causes, effects, responses, processes leading to landforms, inferring information and making judgements.

3) Physical Features and Processes

Looking at the natural landscapes, features and the processes which create them. This is done in two stages:

- Characteristics (describe) What does the feature look like? What makes it unique? What are its dimensions? Observations (figures, photos, diagrams).
- Processes (explain) Why does the feature/event occur? Step-by-step formation, directly link how the processes create the characteristics.

4) Human Interaction with the Environment

Humans interact in a number of ways including:

- Land use, types of settlement, economic activity including trade links, distribution of natural resources.
- Human impacts on the natural environment, human induced hazards, impacts of natural hazards on people.
- Human responses to natural hazards and to human induced hazards.

Programme / Resources

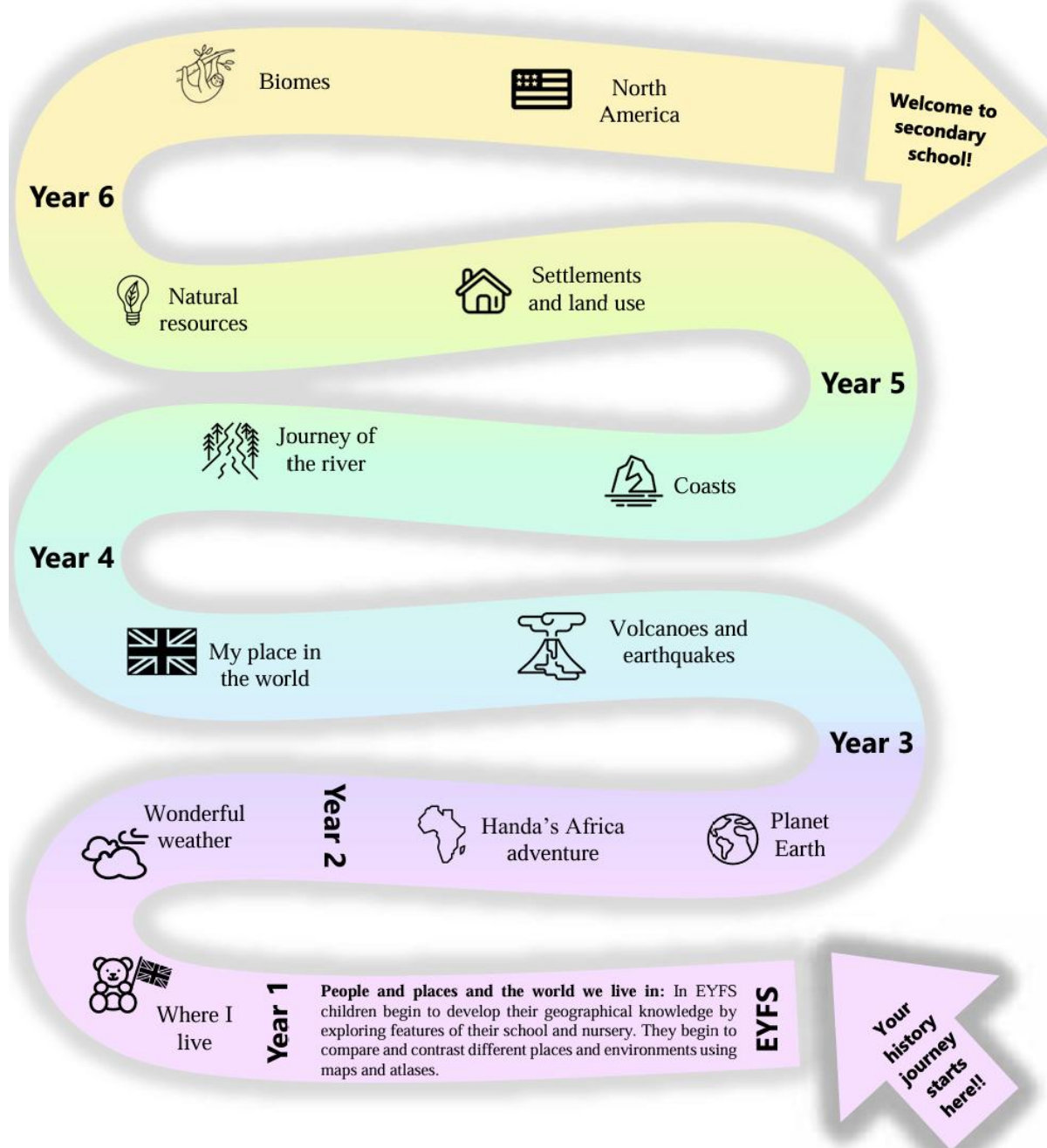
At St. Gregory's Catholic Primary School, we follow the Curriculum Continuity units provided by the Bishop Chadwick Catholic Education Trust as a primary resource.

Assessment of Geography

There will be no summative assessment in geography, but ongoing formative assessment should be linked to the Geography curriculum. This assessment will be carried out by the Class Teachers.

Our Curriculum

Our learning journey from EYFS to Year 6 and heading in to KS3 is outlined below.



Responsibility For Teaching the Programme

The Class Teachers will have the responsibility for teaching the threshold concepts of geography.



Headteacher

The Headteacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, the Diocesan Schools' Service and the Local Education Authority, also appropriate agencies.

Geography Subject Lead

The co-ordinator with the Headteacher has a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to geography and the provision of in-service training. (They may be supported by the curriculum deputy and the member of staff with responsibility for child protection).

Monitoring and Evaluation

The geography Co-ordinator will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of pupils work at regular intervals. The programme will be quality assured using questionnaires / response or by discussion with pupils, staff and parents. The results of the evaluation will be reported to these groups of interested parties and their suggestions sought for improvements. Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.

This policy will be reviewed every year by the Headteacher, geography Co-ordinator, the Governing Body and Staff.

The next review date is January 2026