

Geography Policy 2022

'With Jesus we can achieve what we dream and believe'

Overview

This document is a statement of the aims, principles and strategies for the teaching and learning of Geography at St Michael's Catholic Primary School. It contributes to the school's philosophy of teaching and learning as expressed through the Mission Statement.

It has been revised in Spring 2022 in light of our School Improvement Priority - to further develop and improve Curriculum quality and provision across the school.

Intent

At St Michael's, we will provide high quality Geography teaching, underpinned by the National Curriculum, that holds our children and their aspirations, environment and development at its heart. Our curriculum allows children to build a secure understanding of our locality through exploration and fieldwork, as well as embracing our multicultural St Michael's school community, celebrating a variety of cultures and heritages whilst learning about the wider world which will remain with them for the rest of their lives. Our Geography curriculum will stimulate an awe and wonder of people and place as we explore each continent throughout the journey of EYFS to Year 6. By the time our children reach the end of their primary journey we endeavour for them to have the ability to communicate effectively using a broad and varied Geographical vocabulary obtained from both explicit teaching, spaced retrieval practice and exposure to high quality texts. Our progressive curriculum addresses the 'big ideas' of geography such as place, space, scale, environmental impact, human and physical processes and cultural awareness through carefully organised manageable chunks, designed to build schema and support children's cognitive load. Through high quality teaching, children are exposed to Disciplinary knowledge within the Geography curriculum such as 'Thinking like a Geographer' and accepting the idea that Geography is an evolving subject, open to debate and challenge as we work towards understanding our world better.

As well as this, substantive knowledge of place, location, human and physical processes and geographical skill is woven throughout each subject and practiced in our regular retrieval activities to ensure our children know more and remember more.

The main aims of our Geography curriculum are:

- Develop a higher level of Geographical Vocabulary used by our children from EYFS to Y6. This development of vocabulary should be well sequenced to ensure progression and challenge as the children progress through the school.

- Vocabulary should be taught explicitly throughout every Geography lesson using our whole school techniques such as 'My turn, your turn', using a variety of voices for repetition and the 'Word Aware rap' where appropriate.
- High quality texts should be used to supplement our Geography curriculum where appropriate, providing opportunities for children to see Geographical content in books they enjoy and to support our School Improvement priority of improving reading across the school.
- Ensure fieldwork is taught in every year group, making use of our school grounds and locality to immerse our children in the environment, supporting the acquisition of Geographical vocabulary and providing opportunity to experience and explore the natural world.
- To implement the 'Opening Worlds Humanities' programme across the KS2. During this period of implementation, aspects that are effective will be rolled out and adopted by other year groups to ensure consistency in the teaching of Geography.

Implementation

The teaching of Geography at St Michael's adopts these strategies for implementing our Geography curriculum for our pupils, designed to inspire in pupils a curiosity and fascination about the world:

1. We use the National Curriculum as the basis for our planning in Geography. The NC programme of study will be adapted to suit our local context and make them relevant for the children. Geography will be taught through topics in each year group.
2. The Opening Worlds Humanities programme will be followed with fidelity by the appropriate year groups to ensure consistency for our learners. Elements of this scheme that are successful for our children will be rolled out further across the school to support and improve our teaching and learning.
3. We will embrace the multicultural nature of our pupils and wider school community, ensuring a range of cultures are celebrated and explored as part of our teaching where able.
4. In this school fieldwork and first-hand experience will be fundamental to the teaching and learning of geography and where appropriate, all pupils will be given the opportunity to go out into the local and wider environment to research and discover the world in which they live.
5. Geographical Vocabulary will be a focus of our Geography lessons. We will teach words explicitly as part of our lesson using our whole school strategies such as 'My turn, your turn' and the Word Aware rap where appropriate. This vocabulary will be planned to ensure coverage and will show progression throughout the school to ensure challenge for our pupils.

6. Retrieval practice will be used regularly as part of our Geography lessons. This will provide our children will the opportunity to practice their newly acquired knowledge and apply to different contexts where appropriate. We will also use 'Spaced retrieval' to retrieve previously taught concepts from earlier year groups and recap previously taught vocabulary to ensure our children know more and remember more. This will follow our work on Rosenshine's Principles of Instruction.
7. Teachers will supplement our Geography curriculum with high quality texts where appropriate to ensure reading is a part of our Geography lessons to address our School Improvement priority.
8. We will stimulate pupils' minds by asking challenging questions as part of our Geography teaching which require pupils to use and apply their knowledge, build on each other's answers and develop their own opinions of Geographical concepts.
9. Enriching experiences such as Colomendy and Crosby Hall will be planned for KS2 for further fieldwork and map skills.

Opening Worlds Humanities Programme

We are currently in the process of implementing the Opening Worlds Humanities Programme in partnership with School Improvement Liverpool. This humanities programme is currently followed by Years 3 and 4 with a view to extend this for Upper KS2 over the next two-year period. This programme is focused around scope, rigour, coherence and sequencing of the Geography curriculum. This programme is broad in scope, exposing our children to a vast variety of locations to feed their curiosity. In these sessions, children are transported to new locations from the Indus Valley to California and the Amazon Basin to explore and discover further as Geographers. This programme is coherently sequenced, building pupils ability to compare and contrast, forming their own opinions and critical judgements of Geographical ideas and concepts. This is taught through high leverage activities which encourage pupils to think hard about the information presented to them and begin to develop a broader, deeper understanding of the world around them. This programme has been well received by both our learners and the teachers delivering the sessions thus far and will be utilised further across KS2 as our children progress through the year groups.

Inclusion

In planning work, the teachers will aim:

- to provide a differentiated Geography curriculum to meet the needs of all the children where appropriate.
- to set suitable learning challenges for individuals or small groups of children.
- to respond to pupils diverse learning needs.
- to liaise with the SENCO to ensure that provision is made for all children with SEN.
- to relate activities for SEN children to their individual targets and personal plans.
- to overcome potential barriers to learning and assessment for individuals and groups of pupils.
- to identify vulnerable groups who are not making expected progress, and provide appropriate support.

- Pupils with EAL will be supported where appropriate with the Geography curriculum, using pre teaching and a variety of additional resources to support children with the acquisition of language required for the subject.

Roles (Governing Body, Head teacher, Teachers, Staff, Parents, Pupils)

Head Teacher and Governing Body

- Support the use of appropriate teaching strategies by allocating resources effectively.
- Ensure that the school buildings and premises are best used to support successful teaching and learning.
- Monitor teaching strategies in the light of health and safety regulations.
- Monitor how effective teaching and learning strategies are in terms of raising pupil Attainment.
- Ensure that staff development and performance management policies promote good quality teaching.

Subject Leader

- To have an impact on raising standards of attainment for Geography across the whole school.
- Provide planning for the Geography curriculum both in Long term and Medium Term format for teachers to support the delivery of the curriculum.
- To monitor the whole school and individual needs to be able to assess individual professional development opportunities and needs.
- To maintain the availability of high-quality resources.
- To maintain an overview of current trends and developments within the subject.
- To ensure a regular and effective programme of analysis of children's work sample monitoring is in place.
- To effectively manage any funding designated to Geography.
- To provide staff with resources where appropriate to supplement the Geography curriculum and link Geography into other subjects where possible i.e. guided reading.

Class Teachers

- Plan for and teach exciting and stimulating Geography lessons.
- Plan for writing opportunities within the subject to allow opportunity for cross curricular writing and a chance to apply newly acquired knowledge to a different context.
- Ensure Geography is taught regularly and children are given enough time to enjoy and experience the subject.
- Use retrieval activities consistently to support children's cognitive load and allow opportunities for revisiting and revision of previously taught content.

Teaching Assistants

- To support the class teacher in the effective implementation of Geography.

Outcomes

We strive to prepare children to become citizens of Liverpool and the wider world through our Geography teaching. When our children leave Y6 at the end of KS2, they should feel prepared for their secondary education and later life with a secure knowledge of age appropriate Geographical vocabulary and a good understanding of the world. Through engaging lessons, we aim to foster a curiosity and fascination about the world and it's people that children will continue to develop beyond their primary education. Geography will show strong links with English through use of high quality texts and the focus on reading and vocabulary within every Geography lesson which will support children in other areas of the curriculum.

Monitoring and Evaluation

The teaching of Geography will be monitored by the subject leader and the Curriculum Team to ensure coverage and the quality of teaching and learning is the very best for our learners.

The policy for Geography will be reviews regularly to ensure aims remain relevant and strategies are updated regularly to reflect any developments within our teaching and learning. Evaluation of the policy will take into account staff development, pupil and pupil voice, updates to our curriculum planning and any external inspection / advice.

Charlotte Sillitoe
Geography Lead
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