



**ST. JOSEPH'S CATHOLIC PRIMARY SCHOOL ALDERSHOT  
A VOLUNTARY ACADEMY IN THE DIOCESE OF PORTSMOUTH  
POLICY FOR GEOGRAPHY  
(September 2019 - 2022)**

*The school aims to provide for the spiritual welfare, academic progress, physical development, aesthetic awareness and pastoral care of every child, within a secure, stable and stimulating atmosphere conducive to effective learning that reflects St Joseph's strong Catholic ethos.*

**Teaching and Learning at St Joseph's**

**Structure and the belief that all children can achieve** is key to all learning at St Joseph's. In all subjects, **recalling pre-knowledge and skills** is fundamental to our rationale for all curriculum areas. This means that essential linked knowledge/ skills are **revised** and links made with children's current learning in all subjects. Key concepts/ end points for each topic are highlighted and **over-learning** of these areas occurs through **repetition, modelling and scaffolding of learning**. Through our subject-specific Schemes of Work, we make sure that learning for all is progressive and sequential. In addition, reading and vocabulary are emphasised in all subjects. Thus, key concepts become embedded in the **long-term memory**.

**Vision Statement**

***As a Catholic family we welcome all and value Christ in everyone, whilst seeking the highest possible achievements.***

As such, we plan and resource the pupils' learning, in line with the school curriculum policy, The School's Vision and Mission Statements underpin all aspects of our planning, our chosen pedagogy and our delivery to enable all pupils to make good and sustained progress in geography. We believe that all have the ability to achieve their best and our curriculum and varied choice of pedagogy enables all children to do this. This includes those with special educational needs and disability and those identified as most able.

**Intent of the Geography Curriculum**

The Geography Curriculum is designed by the co-ordinator, management team and governors to allow pupils to transfer key knowledge to their long-term memory. At St Joseph's, our Geography curriculum is designed to **develop children's cultural capital** by delving into children's curiosity and fascination about the world and its people, that will remain with them for the rest of their lives. Children investigate a range of places – both in Britain and throughout the world – to help develop their knowledge and understanding of the Earth's physical and human processes. We are committed to providing children with opportunities to investigate and make enquiries about their local area of Aldershot, so that they can develop a real sense of who they are, their heritage and what makes our local area unique and special to ensure breadth, balance, continuity and progression. This results in building new skills and knowledge based upon what has been taught before, allowing all pupils to **work towards clearly defined end points**.

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We develop children's experiences and understanding of geography by igniting their curiosity about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes through **memorable learning opportunities** for example, Bockett's Farm, Rowhills and Birdworld. The school provides a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge, skills and cultural capital through informative teaching and learning activities and enhancement experiences.

We therefore intend that all pupils will:

- Develop contextual knowledge of the location of globally significant places including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
- Understand the processes that give rise to key physical and human geographical features of the world, to develop a comprehensive understanding of the ways in which places are interdependent and interconnected.
- Learn the skills to collect, analyse and communicate with a range of data gathered through experiences of fieldwork by using a wide range of sources of geographical information, including maps, diagrams, globes and aerial photographs.
- Learn to communicate geographical information in a variety of ways, including through maps, numerical/quantitative skills and writing at length.
- Learn about events and individuals in their local area and how these have shaped the environment around them.
- Develop the ability to focus, learn and use appropriate and accurate geographical vocabulary, which develops, evolves and is built upon throughout the year groups.
- Read a variety of different books to promote over-learning and the development of pre-skills. Alongside this, children are encouraged to read a variety of sources and critically analyse them e.g. non-fiction texts, maps, atlas etc... to develop understanding of concepts and geographical knowledge to embed learning in the long-term memory.
- Build in memorable experiences to promote deep learning.

We use a range of **pedagogical practices** in the teaching of geography to ensure that we are successful with our intent. This can range from small group tasks, individual tasks, whole class tasks. We focus a lot on teacher modelling, expert questioning, giving children memorable experiences and over-learning to ensure that key knowledge is transferred to children's **long-term memory**.

### **Implementation of Geography Curriculum**

Subject Leadership:

Geography has a **progressive and sequential Scheme of Work** which has been written by the subject leader to meet the needs of all pupils at St Joseph's.

The subject leader is responsible for:

- The design, review and implementation of the Scheme of Work (overseen by Phase Leaders, the Headteacher and the Governors.)
- The budget in their subject they are accountable to governors in relation to this.
- Observing and giving feedback to teachers on lessons across the key stages.
- Conducting pupil interviews to gain an idea of the pupil's thoughts and feelings about the geography topics they have studied and feed these into geography moderation ensuring that all children make at least good progress.

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The implementation of this geography policy is the responsibility of all staff engaged in the learning and teaching of geography. A topic is taught for two terms of the year and it is at the teacher's discretion as to when to complete the topic e.g. either all in one half-term or spread over the two half terms.

### Subject Knowledge (breadth and depth of geography Scheme of Work):

- The subject leader ensures that teachers have good subject knowledge and the subject leader is appropriately trained to provide support, sharing and informing knowledge.
- The Scheme of Work provides a **focused learning environment and clear learning objectives to embed learning in the long-term memory through encompassing memorable learning experiences.**
- Our geography curriculum covers the skills outlined in the National Curriculum through broad, challenging and inspiring topics. A topic-based approach is used to deliver the content within a **meaningful context and wherever possible cross-curricular links are exploited** particularly links with history, British Values, School Values, computing, English and Maths.
- **Pre-knowledge and skills are retrieved and built upon** at the beginning of each topic as outline on the Scheme of Work.
- At a classroom level, **key concepts are presented clearly so that they are embedded in the long-term memory and over-learning is prevalent**, this is also monitored by the subject leader.
- Individual lessons are planned to inspire, engage and challenge pupils in response to their needs.
- Children are given a wide variety of experiences both in the classroom and out. Pupils to undertake **memorable learning opportunities** by attending school visits such as Rowhill Nature Reserve and Bocketts Farm and having visitors into school to enable the children to gain first-hand experiences to support their learning and influence further learning.
- Reading and geographical vocabulary are emphasised and taught to embed these skills in the pupils long-term memory.
- Set books are borrowed on a termly basis from the school library to support topic work. Children are able to borrow books to enrich their learning and understanding at home as well as at school. This develops **home school links, cultural capital and reading.**
- Teacher will remind the children how their school and home environments are valuable resources. The children have the opportunity to bring in geographical resources from home for display and discussions.

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At Key Stage 1: Pupils build on what has been learnt before and develop knowledge about the world, the United Kingdom and their locality including the United Kingdom, Australia, India, Continents and Oceans. They should understand and enhance 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 to develop cultural capital. Pupils will learn how to identify seasonal and daily weather patterns in the United Kingdom and in the local area, as well as the location of hot and cold areas of the world in relation to the Equator and the North/South Poles. Pupils use world maps, atlases, globes, aerial photographs to locate the United Kingdom and its countries, as well as the countries, continents, landmarks and oceans studied at this key stage and the locality encompassing where they live, go to school and play. Children also look at the area of Aldershot where the school is located and where most children live and also have the opportunity to go to Bocketts Farm. Each child will cover six geographical topics throughout their learning over a two year period.

At Key Stage 2: Pupils should extend their knowledge and understanding beyond the local area including the United Kingdom, 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 such as volcanoes, earthquakes, rivers, mountains and changing landscapes. They will develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge to develop cultural capital. 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 computers. 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. Pupils will use secondary sources of information with accuracy, including aerial photographs, satellite images, etc. Teachers will ensure that links between subjects are maximised to embed learning in the long-term memory. A memorable experience children in KS2 have is visiting Rowhill which is a local nature reserve within walking distance of St Joseph's. At least two topics of geography are taught within each year group to ensure coverage of both the required knowledge and subject-specific skills.

### Equitable Delivery

- Geography is taught through a variety of individual, group and whole class activities.
- Active participation is encouraged through questioning and answering, investigating primary and secondary resources.
- All children will have the opportunity to use globes, world, European and UK maps, atlases, pictures/aerial photographs, compasses, measuring equipment and books **creating memorable, interactive experiences.**
- Children are encouraged to communicate their findings in a variety of ways e.g. written or verbal reports, use of graphs and pictures, displays and drama.
- The subject leader is accountable for their own annual budget to purchase a variety of resources, training and school visits/visitors to improve outcomes for pupils.
- Enrichment days are organised in relation to particular topics covered across the key stages.

### Assessment

- It will comply with the school's assessment policy. Geography will be assessed through summative and formative methods at the end topic. The class teacher will assess the child's achievement against the overall main learning outcome and end points and comment in the pupil's book. The teacher will assess every child as working below, developing, working

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securely, working above or at mastery level. This description indicates the child's performance against the learning expectations being recorded.

- Each child will be given the opportunity to appraise his / her work and progress through discussion with the teacher, either individually, or in small groups in the context of a practical task being investigated.
- Collect examples of children's work for evidence of progress throughout the school year.

### **Impact of Geography Curriculum**

- Our thorough tracking and assessment system enables teachers to check children's progress in relation to the curriculum and provide targeted intervention if needed.
- Geography is monitored by the subject leader and phase leaders in all year groups after each topic, through work scrutiny, review of assessment, pupil interviews and lesson observation to discuss learning and look at the impact. This is reported to the Headteacher and appropriate changes made.
- At St Joseph's pupils achieve highly across the curriculum in English and Maths, the sciences, humanities, art, language and physical education and the use of transferrable skills is promoted.
- Pupils use the knowledge and skills learnt to meet the challenges of the next part of their educational journey and to do so with confidence and concentration.

### **Health and Safety**

- All out of school activities comply with the guidelines in the school health and safety and educational visit guidelines.
- When engaged in field work and visits children are expected to behave in a considerate responsible manner showing respect for other people and the environment.
- All studies of localities will include consideration of environmental issues and how individuals' decisions affect lifestyle and health.

### **Equal Opportunities**

In the study of localities both home and abroad, equal emphasis is given to both male and female roles within a community. The children focus on real lives and real families to avoid stereo-typing. The children are encouraged to develop an appreciation for other lifestyles from all cultures. No distinction is made in the use of Geography with reference to gender, ability, race or belief.

Activities within the classroom and further afield are planned in such a way as to encourage full and active participation by all children irrespective of ability. Key concepts are presented clearly so that they are embedded in pupils' long term memory.

Pupils with special educational needs and disability (SEND) are given support with reading and writing in the classroom and work is differentiated appropriately with a varied choice of pedagogy enabling all children to achieve their full potential.

### **Background Documentation**

This document is a statement of the aims and strategies for teaching and learning Geography in St. Joseph's Catholic School Aldershot. It was developed by Mrs Helen Thompson in consultation with the Staff, Headteacher and Directors/ Governors.

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**DATE OF APPROVAL:**  
**September 2019**

**DATE OF REVIEW:**  
**September 2022**

**Signed:** Mrs D. McNeill  
**Headteacher**

Dr Campbell McCafferty CBE  
**Chair of Directors/Governors**