



*Holy Rood Catholic  
Primary School, Swindon.*



## *Geography Policy*



**School Vision**

**Belong**

At Holy Rood Catholic Primary School, we will provide a nurturing and inclusive environment enthused by the Spirit of Christ to enable everyone to make a positive contribution, both to the school and the wider community. We will show love, compassion and respect for others.

A sense of unity will be created by forming relationships that are based on trust, loyalty, forgiveness and acceptance; we will endeavour to act justly and be peacemakers as Christ's disciples, inspired by the Gospel values.

We will encourage a sense of responsibility and help children learn to appreciate God's world around them through reflection, mission, prayer, healing and peace.

**Learn**

We resolve to develop a sense of awe and wonder at God's creation for our children - where creativity flourishes and everyone is inspired to learn, demonstrating a curiosity about the world around them.

We will strive to ensure that all of our learners are able to face new challenges with confidence, in a Christian learning environment where informed risk taking and a resilient attitude are welcomed, encouraged and achieved.

Our positive and enthusiastic approach to teaching and learning will motivate every person. Each will know that they are uniquely loved by God. We will continue to enjoy our learning and reflect on our efforts and achievements, inspiring us to always try our best.

**Achieve**

The children will be determined in their daily challenges, gaining confidence in their own ability, imagining what they could achieve with continued effort and commitment and working to fulfil the exclusive plan God has for each of them.

By fully engaging in all aspects of school, children will go on to accomplish as ambitious and competent individuals, always striving to achieve their full potential and positively participating in God's world. Children's Mission Statement:

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**Geography@HolyRoodPrimary**  
**Belief + Hard Work + Understanding = Success**

## **Intent:**

At Holy Rood Primary School, we ensure our school implements strategies to ensure geography is taught to a high standard throughout the school and children leave the school aware of human and physical processes, the formation of landscapes and environments and how these have changed through time, to create our modern world.

We value geography as an important part of the National Curriculum. The purpose of geography teaching at Holy Rood Primary School is to inspire children's curiosity and interest about our world and its people.

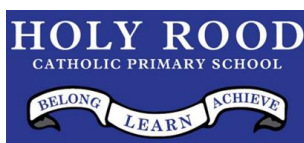
We aim to equip children with the skills to be effective geographers using a carefully planned curriculum in order to develop their knowledge and understanding through the study of locational and place knowledge, physical processes and formations, settlements and land use as well as fieldwork and map skills.

Our geography teaching motivates children to find out about the human and physical world and enables them to recognise the importance of care and responsibility for the quality of the natural and human environment in a changing world.

We aim for all pupils:

- to be curious about the world around us, posing questions and proposing ideas;
- to explore and develop their critical thinking skills;
- to deepen and embed their understanding of geographical concepts year on year;
- to have multiple opportunities available to use the school grounds and the local area for fieldwork so children can base learning on first-hand experience;
- to make links between their knowledge of geography and their learning in other subjects, particularly science, DT and history.

## **Implementation**



## Structure of the Curriculum

At Holy Rood Primary School, our geography curriculum follows the content and objectives of the National Curriculum for England and Wales. The whole school progression map (Appendix A) defines the skills that will be taught in each year group, identifying small steps of progression to enable children to develop and secure these skills year on year.

Geography is taught as a discrete subject within the foundation subjects curriculum. There are three 6-week units of geography taught within each year group from Year 1-6. These units acknowledge and build on the children's prior knowledge from the 'Understanding the World' strand of the EYFS curriculum. Where appropriate, cross-curricular links are made to the children's English, science and art learning. Children are encouraged, through easily recognisable resources and explicit teaching, to understand when they are studying geography and know what it means to 'think like geographers'.

In addition to this, the thread of geography lessons taught allows for opportunity to immerse children in practical fieldwork. Great use is made of the human and physical environments around the school sites, capitalising upon urban and rural locations in the vicinity of the school.

## Planning

When planning geography, teachers are mindful of the geographical skills and knowledge that children need to learn within each year group. Following an engaging launch lesson with strong oracy opportunities, children are encouraged to voice their own questions or 'wonderings' about the topic. Some of these wonderings are recorded on a title page in the children's books. Teachers then develop a weekly plan, identifying opportunities to match curriculum skills and objectives to the key areas of curiosity. Planning is recorded on a termly Medium-Term Plan (Appendix B), which identifies the specific substantive knowledge disciplinary skills to be taught within each lesson.

## Teaching and Learning

Geography lessons at Holy Rood are clearly identifiable to children through recognisable resources and explicit teaching. Lessons begin with an initial 'hook' to capture children's attention and prompt curiosity and engagement.

Vocabulary is a key part of geography teaching. All lessons include explicit teaching of new vocabulary, both specific geographical terms and also tier 2 vocabulary that children will need in order to articulate their ideas. Where possible, teachers take the opportunity to pre-teach vocabulary in order to support learners, particularly our many children who speak English as an additional language. Links are also made where possible through thematic texts during daily guided reading, in order to familiarise children with key vocabulary and language structures. Children are encouraged to make links with prior knowledge and identify similarities between words.

Lessons typically draw on a variety of resources, including text, video and practical opportunities for children to make models or create simulations of geographical processes. Children also have opportunities to learn how to use key geographical equipment, including maps, globes, atlases, compasses and digital mapping software.

Outcomes in children's books reflect the skills used during the lesson and allow children to look back and draw on prior learning to support them. Expectations for presentation are high: diagrams such as timelines should be drawn in pencil, coloured neatly and annotated correctly. It is expected that key vocabulary is spelled correctly and that fundamental rules of capitalisation and punctuation are followed. Where a younger child, or a child with SEN, is unable to express their learning fluently in writing, their attempts may be supplemented by annotations by an adult to reflect the child's verbal contribution. At the end of each session, children reflect on their key learning from this lesson and record new knowledge. In KS1, this is in the form of an addition to the working wall. During Year 3, children transition to recording this knowledge in their individual books and this approach is then maintained throughout KS2.

### Inclusion

Our geography curriculum is fully inclusive and reflects the diverse backgrounds and experiences of all pupils within our school community. We are committed to ensuring that every child can access and engage with geographical learning in a meaningful way. Lessons are carefully planned from EYFS through to end of KS2 to provide appropriate challenge and support through differentiated tasks, adaptive teaching strategies and the use of visual, practical and collaborative approaches. To support the needs of our EAL children, we ensure all lessons have a focus on vocabulary and that these words also have pictorial representations. Where applicable, we ensure children are able to experience practical opportunities to explore their local environment, whilst also planning in fieldwork activities to support their understanding of physical processes. Additional support, including scaffolding, group work and activities focused on oracy, are also planned to ensure access for all. Through high expectations, inclusive practice and a supportive learning environment, we aim to enable all pupils to develop geographical skills, confidence and knowledge about the world they live in.

## Marking

All work completed in children's books must be marked after the lesson, in line with school policy. Correct answers will be ticked and incorrect answers will be dotted in green pen. Any errors in spelling of key vocabulary, for the unit of work being taught, should be highlighted green. When a child has shown a good understanding of the objective taught, with evidence of key vocabulary, a yellow highlighter is used to clearly identify this.

Peer and self-marking in blue pen is acceptable (where appropriate) but this marking must be checked by the teacher and agreed with by a stamp, tick or comment.

Guided work (working with a small group to work through question by question) should be identified with a ratio of adult to child: T for teacher and TA for teaching assistant.

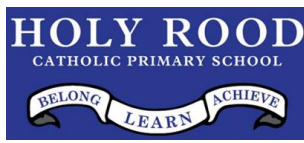
## Assessment

Children's work in geography is marked by the teacher, following the school's marking policy. Feedback given pertains to the geographical aspect of the lesson and the child's understanding of the learning objective.

Assessment in geography takes place after every lesson and is based on the teacher's assessment for learning. Assessments are recorded on a 'feeding forward' assessment for learning sheet, which allows teachers to record when the lesson was taught and make notes about adaptive teaching for future sessions.

Data from these sheets is collected at 3 points each year by the subject leader. This allows curriculum leaders the opportunity to:

- identify children who require additional support in foundation subjects, perhaps in terms of language development or use of practical resources;
- identify those children who could be challenged further within this subject or offered additional enrichment opportunities;
- identify pockets of good practice within the school, which can be used to develop the practice of Early Career Teachers or those new to Holy Rood;



- identify and act upon weaker areas and make key decisions about staff CPD, curriculum content and purchase of resources.

Children's achievement in geography is recorded on their Holy Rood Curriculum Passport, which builds up as an ongoing record of their learning in this subject.

### Enrichment

Geography teaching is also, typically, supported by trips to places of geographical interest and by welcoming relevant visitors to the school.

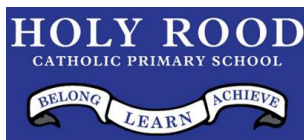
At Holy Rood Primary School, we celebrate our school's diverse cultural demographic and celebrate cultural days throughout the school year. These days focus on the different countries and nationalities represented within our school community; they allow children to develop a greater appreciation of each other's nationality and culture through learning about location, climate, population, food, clothing, language, music and stories.

All children are issued with their own Holy Rood Curriculum Passport. This records not only their academic achievement in geography but also their completion of the Holy Rood 42, a set of age-appropriate life experiences designed to supplement the children's class-based learning and that are facilitated during the school year. In each year group, at least one of these experiences is linked to the locality, in order to develop the children's ability to navigate their local area safely and feel a sense of stewardship of their local environment.

### Monitoring and further development of geography

Monitoring of geography is carried out by the geography subject leader. The subject leader monitors the implementation and impact of the geography curriculum in the following ways:

- regular scrutiny of pupils' geography work in books
- scrutiny of geography planning to ensure adherence to the progression map
- analysis of geography assessment data



- pupil voice interviews to gauge children's knowledge, confidence and engagement
- staff audits to identify the need for staff CPD

The expectations for the teaching of geography are communicated to new members of staff as part of a comprehensive induction programme, typically delivered by the Subject Lead. Further CPD is provided through sessions during staff meetings and INSET days.

Opportunities are taken to share best practice with other schools through shared network meetings with local schools and through involvement with national special interest groups.

Information and updates are provided regularly to the Headteacher and Deputy Headteacher and to governors. This ensures that all school leaders have a realistic and timely awareness of the implementation and impact of the geography curriculum.

## **Impact**

As a result of a structured curriculum and effective planning, teaching and assessment, children at Holy Rood Primary School have a sound knowledge of the geographical content taught to them to date.

Children have developed their critical thinking skills and can make links with prior learning in physical, human and political geography. They can discuss, at an age-appropriate level, geographical issues in today's world, showing compassion and understanding. They are confident to use geographical vocabulary and do so with growing accuracy.

When undertaking fieldwork, children show growing confidence and independence in designing and implementing fieldwork studies and can explain their research and reasoning. They can identify and use geographical resources such as maps, measuring equipment and digital mapping software with increasing independence as they move through the school.

Children make cross-curricular links to geography and can use their geographical knowledge as a conceptual backdrop to their study of other subjects. They can write at length about geographical processes or locations, applying this knowledge to the writing genres taught within our English curriculum.

Children at Holy Rood develop an enthusiasm for geography and leave Year 6 with the knowledge and skills required to be effective students of geography at Key Stage 3.