

Geography Policy

St. Thomas More's Catholic Primary School



Approved by the Governing Body

Autumn 2025

Next Review:

Autumn 2027

Our mission statement

As we walk together with Jesus we love, live and learn.

Introduction

At St Thomas More's we believe Geography is a valued part of the curriculum as it provides a means of exploring, appreciating and understanding the world in which we live and how it has evolved. Geography explores the relationship between the Earth and its people.

Geography stimulates curiosity and imagination and we aim to build upon the child's 'personal geography' by developing geographical skills, understanding and knowledge through studying places and themes.

We encourage children to learn by experience and we value fieldwork as an integral part of the geography curriculum.

Aims

- To develop knowledge, skills and understanding of the subject to the maximum of their potential.
- To make sense of their own surroundings through learning about their own locality, and the interaction between people and environment.
- To extend their interest, knowledge and understanding of contrasting localities in Britain, Europe and the world.
- To develop knowledge and understanding of the human and physical processes which shape places.
- To appreciate similarity and difference in the world about them and to respect other people's beliefs, attitudes and values.
- To develop the geographical skills and vocabulary necessary to carry out effective geographical enquiry.
- To formulate appropriate questions, develop research skills and evaluate material to inform opinions.
- To develop interest and enjoyment of geographical experiences and build confidence and understanding.
- To recognise and understand issues concerning the environment and sustainable development.

Curriculum Organisation

At St Thomas More's we teach geography through discrete lessons focusing on geographical knowledge and skills, ensuring that the National Curriculum program of study is fully met, with support from Oddizzi curriculum schemes of work and resources.

Foundation stage

As the Reception class is the Foundation stage of the National Curriculum, we relate the geography objectives to the knowledge and understanding of the world section of the Early Learning Goals (ELGs).

Key stage 1

During key stage 1 pupils investigate their local area and a contrasting area in the UK or abroad, finding out about the environment in both areas and the people who live there. They also begin to find out about the wider world. They carry out geographical enquiry inside and outside the classroom.

Key stage 2

During key stage 2 pupils investigate a variety of people, places and environments in the UK and abroad, and start to make links between different places in the world. They find out how people affect the environment and how they are affected by it. They carry out geographical enquiry inside and outside the classroom. In doing this they ask geographical questions about people, places and environments, and use geographical skills and resources such as maps, atlases, photographs and computing.

Teaching and Learning

An investigative approach to geography will be taken throughout, with children actively participating in enquiry, field work, map work and the use of ICT when appropriate. **We believe fieldwork is integral to good geography teaching and we include as many opportunities as possible for children to take part in practical geographical research and enquiry.**

The Oddizzi scheme of work provides guidance and support on the most effective methods for teaching specific areas of study.

Cross-Curricular Links

Where appropriate, geography is incorporated into other subjects thus promoting and contributing to learning across the curriculum. It encourages children to be confident and considerate members of society.

Spiritual, Moral, Social and Cultural Development

Spiritual Development

Through helping pupils to recognise the beauty and diversity of the world. A geographical awareness helps children understand their place in the world. Geography provides opportunities for children to learn about sites of wonder, or physical features that they might wish to visit in the future.

Moral Development

Through helping pupils to reflect on how the environment is affected by decisions made by people, so that the children can make informed choices in the future. Through discussion, the children learn to appreciate the moral dilemmas posed by introducing changes to the environment (for example, building a motorway) and the effects this can have on the surrounding area.

Social Development

Through helping pupils to understand the need to consider the views of others when discussing localities, settlements and the environment. Work on a locality in a less economically developed country provides an opportunity to discuss social issues. Fieldwork encourages collaborative projects, making the most of different strengths and interests within a team.

Cultural Development:

By exploring different settlements, the children can gain knowledge of different cultures, learning tolerance and understanding of their diversity.

Use of Computing

Pupils will be provided with opportunities to develop and apply their computing skills to support their learning in geography. They will use software and the internet selectively to find information and use appropriate programs to record their inquiries and data. The online resource, Digimaps, is used to support teaching and learning.

Role of the Subject Leader

- Active responsibility for geography initiatives
- Encouraging staff to provide effective learning opportunities for all pupils, to develop engaging activities appropriate for children at different stages of development and which enable pupils to progress in the subject
- Communicating developments in subject area and organisation of Continual Professional Development for all staff

- Developing and Reviewing Policy
- Ensuring the consistent implementation of Geography across the school.
- Development of effective use of computing in geography.
- Curriculum Development
- Helping with the monitoring and evaluation of the effectiveness of the subject within the school
- Auditing resources and ensuring the subject is appropriately resourced.

Assessment

We assess children's progress by observing pupils at work, questioning, talking to them and examining work produced by them.

On completion of a piece of work, the teacher marks the work and comments as necessary. At the end of a unit of work a judgement is made about the work of each pupil in relation to the National Curriculum. We record our pupils' progress using the Sonar assessment tool.

We report their yearly progress to parents.

Monitoring

Monitoring takes place regularly through sampling children's work, and teacher planning, through a book scrutiny and lesson observations as well as monitoring pupil progress data.

Equal Opportunities

Activities both within and outside the classroom are planned in a way that encourages full and active participation by all children, irrespective of ability. When planning, teachers will modify, as necessary, the programme of study to provide all pupils with relevant and appropriately challenging work in order to provide a more inclusive curriculum which responds to pupils' diverse learning needs.

In our studies of localities equal emphasis will be given to the roles of both men and women at all levels of society. In distant locality studies our focus will be on the lives of real people and families to avoid stereotyping.