

Our Lady's Bishop Eton Primary School



Geography Policy

Our Lady's Bishop Eton Curriculum Vision and Intent

At Our Lady's Bishop Eton Catholic Primary School we have a broad and balanced curriculum that supports our pupils to learn, grow and develop into **Citizens of the World**. We have carefully mapped out our curriculum, experiences and responsibilities so that we offer all our children the opportunity to develop personally and academically regardless of a pupil's starting point. We prepare pupils for their futures whilst always learning from the past and what came before. Our inclusive curriculum is underpinned by a shared set of values and beliefs, which promote equality and diversity, including the Gospel Values. We offer a curriculum in which our values are not limited to the explicit teaching of PSHE and Religious Education lessons but instead offer additional opportunities throughout our Core and Foundation subjects to reflect upon our attitudes and beliefs.

At Our Lady's Bishop Eton our curriculum intention is for all pupils to receive a high-quality, sequenced curriculum which engages and challenges learners. Through building upon National Curriculum aims, we have a bespoke curriculum offer which reflects our locality and culture as well as offering an opportunity to familiarise learners with cultures and viewpoints that may differ from their own. We have placed significant emphasis on making our curriculum broad and balanced; all National Curriculum subject areas have equal importance, however we understand that success in these subjects is often underpinned by basic Literacy and Numeracy knowledge. We challenge all pupils to succeed in all areas of their academic journey and therefore we do not narrow our curriculum; our success is rooted in our pupil's exposure to wider progressive knowledge, vocabulary, conceptual understanding and the schemas they develop.

Geography: Intent

In order for our pupils to be Citizens of the World, they must understand the world in which they live. Geography is a unique subject which provides pupils the tools required to develop their understanding of the world in which we live. Human geography helps us understand different cultures, societies and economies, and physical geography develops the understanding of landscapes, environment and natural processes.

Geography puts this understanding of social and physical processes within the context of place – recognising the great differences in cultures, political systems, economies, landscapes and environments across the world, and exploring the links between them.

Geography provides an education for life and for living. Learning through geography –formal learning and fieldwork– helps us all to be more socially and environmentally sensitive, better informed, and **helps us grow into responsible citizens of the world**.

Geography informs us about:

- The places and communities in which we live
- Our natural environments and the pressures they face
- The interconnectedness of the world and our communities within it
- How and why the world is changing, both globally and locally and how our actions contribute to such changes
- The choices that exist in managing our world for the future

Our Geography curriculum provides pupils the opportunity to develop lifelong curiosity and an interest in our world. Pupils investigate, explore and learn about human and physical processes within our world. Pupils develop an understanding of place and location, starting with our school, the local area and then, the world beyond.

Through Geography, pupils experience new cultures and viewpoints which can differ from their own; they understand differences and develop an informed view of how resources are distributed throughout our world; and how we can facilitate change in our society, for our planet. **This is how our pupils become Geographers who in turn are informed Citizens of the World.**

Through our curriculum, pupils will develop their ability to:

- Use maps, atlases and globes
- Understand grid references and use keys
- Use positional language
- Understand human processes such as trade and migration
- Understand physical features and processes such as rivers, volcanoes, mountains and earthquakes
- Develop an understanding of place, space and scale
- Identify continents, countries, counties and cities

- Place
- Space
- Scale
- Interdependence
- Physical and human processes
- Environmental impact
- Sustainable development
- Cultural awareness
- Cultural diversity

Our Lady's Bishop Eton

Geography Long Term Plan



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Using a cross-curricular / themed approach to understanding the world, children will be guided to make sense of their physical world and their community. Through a mixture of both adult led and child-initiated learning and enhanced continuous provision, they will investigate the world around them and phenomena that they can explore with all of their senses. Children will acquire key skills such as drawing information from simple maps and recognising similarities and differences between life in this country and life in other countries in order to prepare them for Geography in KS1.					
Year 1	Our Local Area		Liverpool		United Kingdom	
Year 2	Climate and Weather		7 Continents 5 Oceans		Shanghai - Is everywhere like here?	
Year 3	Biomes		Europe		Volcanoes	
Year 4	Rivers		UK Settlement		Natural Resource Distribution	
Year 5	Mountains		South America: Brazil		Global Trade	
Year 6	Earthquakes		North America: USA		Global Warming	

Implementation

All teachers in KS1 and KS2 teach Geography. However the implementation of our curriculum begins in EYFS through the teaching of understanding the world. We have a carefully planned and sequenced curriculum which offers a consistent approach to learning. This process is overseen by SLT to ensure that all learning is progressive, connected and sequenced.

The curriculum is sequenced and has a spiral approach which allows for members of staff to readily reference prior learning and knowledge at regular, planned intervals in the curriculum delivery. It also allows pupils the ability to revisit similar themes and concepts with an ever increasing conceptual understanding of the subject matter.

In Geography, teachers have a whole-school approach to teaching. Lessons begin with retrieval activities to ensure recall of prior learning and aid in the development of schema. Next, teachers input the core learning of the lesson, we then consolidate this through a task and finish with a plenary. Throughout the lesson, we utilise assessment for learning, mini-plenaries and repetition of key learning in order to over learn the subject area. In each lesson, teachers will provide pupils the opportunity to experience place through globes, maps and atlases. They will also use interesting geographical images which not only engage pupils but also ensure they think like Geographers. Teachers share a collective understanding and adapt to the needs of pupils and our pedagogical approach is underpinned by the 5-a-day principles from the EEF.



In Geography we assess pupils formatively and summatively. During each lesson teachers will assess pupils against the key learning and skills required of the lesson. If there are misconceptions these will be addressed in the lesson or will inform a teaching point in the next lesson. Low stakes multiple choice questions are used to ensure recall of key learning points and vocabulary and as pupils progress as Geographers they are asked to answer final questions which require pupils to apply their knowledge and think like a Geographer.

The Geography curriculum is further developed through extra-curricular activities. In school we have many clubs which promote aspects of Geography: OAA club, Live Simply Club, Gardening Club, Spanish Club. We also attend events such as mock UN conferences and sustainability workshops as well as finding opportunities for visits and visitors.

Spiritual Development	Moral Development	Social Development	Cultural Development
<ul style="list-style-type: none"> Respect for self and others Increasing ability to reflect Empathy, Concern & Compassion Expressive & creative development Awareness and understanding of their own and others beliefs Ability to think in terms of the whole Readiness to challenge all that would constrain the human spirit: poverty of aspiration, lack of self-confidence and belief, indifference, force, aggression, injustice, self-interest, sexism and racism Courage and persistence in the defence of their aims, values, principles and beliefs Appreciation of the intangible Understanding of feelings and emotions and their likely impact Respect for insight as well as knowledge and reason 	<ul style="list-style-type: none"> Ability to distinguish right from wrong Confidence to act consistently in accordance with their own principles Respect for others' needs, interests and feelings as well as their own Desire to explore their own and others' views A commitment to personal values in areas which are considered right by some and wrong by others Ability to make responsible and reasoned judgements on moral dilemmas Ability to think through consequences of their own and others' actions Considerate style of life Understanding of the need to review and reassess their values, codes and principles in the light of experience 	<ul style="list-style-type: none"> Works successfully as a member of a group or team Appreciates the right and responsibilities of individuals within the wider social setting Takes advice offered by those in authority or counselling roles Participates in activities relevant to the community Exercises responsibility Resolves conflict Adjusts to a range of social contexts by appropriate and sensitive behaviour Challenges, when necessary and in appropriate ways, the values of a group or wider community Understands how societies function and are organised in structures such as the family, the school and local and wider communities Shares values and opinions with others and works towards consensus Reflects on their own contribution to society Relates well to other peoples' social skills and personal qualities Understands the notion of interdependence in an increasingly complex society 	<ul style="list-style-type: none"> Appreciation of the diversity and interdependence of cultures Ability to appreciate cultural diversity and accord dignity and respect to other people's values and beliefs, thereby challenging racism and valuing race equality Ability to recognise and understand their own cultural assumptions and values Understanding of the influences which have shaped their own cultural heritage Understanding of the dynamic, evolutionary nature of cultures Sense of personal enrichment through encounter with cultural media and tradition from a range of cultures Regard for the rights of human achievement in all cultures and societies Openness to new ideas and a willingness to modify cultural values in the light of experience

Curriculum Impact

In order to ensure our Geography curriculum has the desired outcomes for our pupils, we regularly measure impact. We do this through:

- On-going formative and summative assessment of lessons and units
- Monitoring of work
- Internal and external moderation of work
- Lesson observations
- Pupil and parent voice
- Celebrating learning in lessons and at the end points of units
- Sampling and promoting work from across the school