Geography Policy for St Nicholas Catholic Primary School

Introduction

This policy sets out the vision, principles, and practical arrangements for Geography education at St Nicholas. It is designed to ensure high-quality, inclusive Geography provision in line with the 2014 National Curriculum for England and the expectations of the national school inspectorate. The policy reflects our commitment to equality, a positive working environment, and our mission to "love one another as I have loved you." It applies to all staff and pupils, including those in mixed age classes, and is underpinned by statutory guidance, best practice research, and the school's ethos of inclusion and respect.

Aims

- To inspire curiosity and fascination about the world and its people.
- To equip pupils with knowledge about diverse places, people, resources, and natural and human environments.
- To develop a deep understanding of the Earth's key physical and human processes.
- To foster critical thinking, enquiry, and geographical skills.
- To promote respect for diversity, environmental responsibility, and global citizenship.
- To ensure all pupils, including those with SEND and from disadvantaged backgrounds, can access and succeed in Geography.
- To contribute to pupils' spiritual, moral, social, and cultural development.
- To provide opportunities for fieldwork, teamwork, and outdoor learning.
- To support progression in geographical knowledge, skills, and vocabulary from Key Stage 1 to Key Stage 2.

Statutory Requirements

- Deliver all elements of the 2014 National Curriculum for Geography.
- Ensure accessibility for all pupils, including those with SEND and protected characteristics (Equality Act 2010, SEND Code of Practice 2015).
- Conduct risk assessments and ensure safe supervision for all fieldwork and outdoor activities (Education Act 2002, DfE Guidance).
- Comply with safeguarding requirements for all Geography activities (Keeping Children Safe in Education 2023).
- Handle pupil data securely in line with GDPR during assessment, fieldwork, and reporting.
- Provide differentiated learning opportunities and adapt resources for mixed age classes and diverse needs.
- Promote positive attitudes towards diversity and inclusion.

Curriculum Coverage

The geography curriculum at St Nicholas provides a broad, balanced, and progressive programme that covers:

- **Locational Knowledge:** Understanding the location of continents, countries, regions, cities, and key geographical features.
- **Place Knowledge:** Comparing localities within the UK and globally, exploring similarities and differences.
- **Human and Physical Geography:** Investigating weather, climate, biomes, rivers, mountains, volcanoes, earthquakes, settlements, land use, and economic activity.
- **Geographical Skills and Fieldwork:** Developing map reading, compass use, digital mapping, data collection, analysis, and presentation skills.
- **Geographical Enquiry:** Encouraging questioning, investigation, and drawing conclusions about places and processes.
- **Cultural Capital and Global Awareness:** Exploring diverse environments, communities, and global issues.

The curriculum is sequenced to ensure clear progression in knowledge, skills, and understanding, with adaptations for mixed age classes and local context.

Curriculum Implementation

- The geography curriculum is planned using the Kapow scheme, ensuring coverage of statutory requirements and progression across year groups.
- Long-term and medium-term plans set out the sequence of learning, key concepts, vocabulary, and enquiry questions.
- Lessons use a range of teaching approaches, including direct instruction, enquiry-based learning, discussion, practical activities, and outdoor fieldwork.
- High-quality resources, including maps, atlases, globes, digital tools, and visual displays, are used to support learning.
- Technology is integrated through digital mapping, GIS, and interactive resources.
- Fieldwork and local area studies are planned regularly to provide real-world learning experiences.
- Tasks are differentiated and adapted for mixed age classes, SEND, and EAL pupils.
- Teachers explicitly teach geographical vocabulary and concepts, modelling their use in context.
- Cultural capital is developed through exposure to a wide range of places, environments, and global perspectives.

Assessment

- Assessment is integral to teaching and learning in Geography.
- Formative assessment strategies include questioning, observation, discussion, marking, peer and self-assessment, and retrieval activities.
- Summative assessment is used to evaluate pupils' attainment against National Curriculum objectives at the end of units and key stages.
- Assessment focuses on knowledge, skills, understanding, and the application of geographical enquiry.
- Teachers use assessment information to inform planning, address misconceptions, and provide targeted support.
- Feedback is timely, specific, and supports pupils' next steps in learning.
- Assessment records are maintained securely and used to track progress and inform reporting to parents.

Roles and Responsibilities

Role	Responsibilities
Headteacher	Ensure statutory compliance, allocate resources, support subject leadership
Geography Lead	Oversee curriculum planning, monitor provision and outcomes, lead staff training, evaluate impact
Class Teachers	Deliver high-quality Geography lessons, adapt for diverse needs, assess and report progress
Support Staff	Assist with differentiation, support pupils with SEND/EAL, contribute to fieldwork
Pupils	Engage actively in lessons, demonstrate respect and curiosity, participate in fieldwork
Governors	Monitor Geography provision and outcomes, support strategic development

Inclusion

- All pupils have equal access to Geography, regardless of background, ability, or need.
- Lessons are planned with consideration for SEND, EAL, and mixed age classes, using differentiated tasks and resources.
- Additional support is provided where necessary, including adapted materials, adult support, and alternative recording methods.
- The curriculum promotes positive attitudes towards diversity, inclusion, and global citizenship.
- Fieldwork and practical activities are adapted to ensure participation by all pupils.
- The school fosters a positive working environment where every child is valued and supported to achieve their potential.

Professional Development

- Staff receive regular training in Geography, including curriculum updates, subject knowledge, pedagogy, and use of the Kapow scheme.
- Opportunities for professional development include in-school training, external courses, and collaboration with local networks.
- The Geography lead provides guidance on planning, assessment, and inclusion.
- Staff are supported to develop expertise in enquiry-based learning, fieldwork, and technology integration.
- Training addresses the needs of staff working with mixed age classes and diverse learners.

Inspectorate Expectations

This policy ensures that:

- The Geography curriculum is ambitious, well-sequenced, and meets the needs of all pupils.
- There is clear progression in knowledge, skills, and vocabulary across year groups.
- Teaching enables deep understanding, critical thinking, and engagement with geographical enquiry.
- Assessment is robust, purposeful, and informs teaching and learning.

- Learning is inclusive, differentiated, and accessible for all pupils.
- Cultural capital and global awareness are actively promoted.
- Fieldwork and outdoor learning are integral to the curriculum.
- Subject leadership is strong, with effective monitoring and staff development.
- The school environment supports geographical learning through high-quality resources and displays.
- Safeguarding, health and safety, and equality requirements are fully met.

Monitoring and Review

- The Geography lead monitors curriculum implementation, teaching quality, and pupil outcomes through lesson observations, planning scrutiny, work sampling, and pupil voice.
- Assessment data is analysed to track progress and identify areas for development.
- Feedback from staff, pupils, and parents informs curriculum review and improvement.
- The policy and curriculum are reviewed annually, or in response to statutory changes, by the Geography lead and senior leadership team.
- Governors are kept informed of Geography provision and outcomes through regular reports.