

LONDON BOROUGH OF HAVERING



# **LA SALETTE CATHOLIC PRIMARY SCHOOL**

## **GEOGRAPHY POLICY**

**AUTUMN 2025**

## La Salette Catholic Primary School Mission Statement

**“Loved by Jesus and Our Lady of La Salette,  
we grow and learn together in joy and friendship.”**

### Vision

At La Salette Catholic Primary School we aim to inspire pupils to become curious and explorative thinkers with a diverse knowledge of the world; in other words, to think like a geographer. We want pupils to develop the confidence to question and observe places, measure and record necessary data in various ways, and analyse and present their findings. Through our scheme of work, we aim to build an awareness of how Geography shapes our lives at multiple scales and over time. We hope to encourage pupils to become resourceful, active citizens who will have the skills to contribute to and improve the world around them.

### Aims and Objectives

The National Curriculum for Geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – 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, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
  - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
  - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

### Teaching and Learning in subject

The National curriculum organises the Geography attainment targets under four subheadings or strands:

- **Locational knowledge** – naming and locating places and features from memory; using atlases, globes and maps.
- **Place knowledge** – developing a sense of the children's place in the world; comparing and contrasting geographical areas to understand their characteristics and cultures; learning how places are interconnected and change over time.
- **Human and physical geography** – understanding the relationship between humans and the environment; exploring the Earth's natural features and processes; considering the impact of human activity on settlements; learning about land use, trade and natural resources.

- **Geography skills and fieldwork** – using maps and diagrams; describing location and direction; planning and carrying out fieldwork enquiries.

As a school we are following the Geography scheme offered by Kapow which has a clear progression of skills and knowledge within these four strands across each year group. The Kapow Primary scheme is a spiral curriculum, with essential knowledge and skills revisited with increasing complexity, allowing pupils to revise and build on their previous learning. Locational knowledge, in particular, will be reviewed in each unit to coincide with our belief that this will consolidate children's understanding of key concepts, such as scale and place, in Geography.

Lessons incorporate various teaching strategies from independent tasks to paired and group work, including practical hands-on, computer-based and collaborative tasks. This variety means that lessons are engaging and appeal to those with a variety of learning styles.

### Curriculum Planning

As a school, we use the Kapow scheme for planning and teaching Geography, this ensures consistency in all areas and that all areas of the National Curriculum and our vision are covered.

### The Foundation Stage

During their early years the children will encounter a curriculum rich in opportunities to practice and develop skills. Through their play they will be encouraged to investigate and become familiar with their surroundings. Stories will play an important role in developing cultural awareness and will be used as a starting point to talk and find out about people from around the world. The organisation of the Foundation Unit includes role play, mathematics, reading and writing areas to enable children to develop these skills independently, as well as with an adult.

Within the Early Years Foundation Stage, Geography is included as part of Understanding the World. The children learn to investigate similarities and differences, the local environment and cultures and beliefs, fostering the skills essential to developing geographical understanding. This is set out in the early year's curriculum as children needing to:

- Observe, find out about, and identify features in the place they live and the natural world;
- Begin to know about their own cultures and beliefs and those of other people;
- Find out about their environment, and talk about those features they like and dislike.

### Subject and Inclusion

At La Salette Catholic Primary School we teach geography to all children, whatever their ability. Geography forms part of the school curriculum policy to provide a broad and balanced education to all the children. Through our geography teaching we provide learning opportunities that enable all pupils to make progress.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors- classroom organisation, teaching materials, teaching styles, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to Geography.

We enable pupils to have access to the full range of activities involved in learning geography. Where children are to participate in activities outside the classroom, for example, a field trip, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils

### Assessment of subject

The teaching of the Geography scheme can be constantly monitored through both formative and summative assessment opportunities. Each lesson teachers can assess pupils against the learning objectives. Furthermore, each unit has a skill catcher and knowledge assessment quiz which can be used at the end of the unit to provide a summative assessment. Opportunities for children to present their findings using their geographical skills will also form part of the assessment process in each unit.

At the end of a whole unit, the teacher makes a summary judgement about the work of each pupil. These judgements are based on whether the child is below, at, or above the expected level according to the New Curriculum. We pass this information on to the next teacher at the end of the year and to parents in an annual written report.

The Geography Subject coordinator keeps samples of children's work in a portfolio. These demonstrate what below, at, and above the expected level of achievement look like in each year group. The portfolio also contains other evidence of Geography teaching in the school, such as photographs of educational visits and celebrations.

### Resources

There are sufficient resources for all Geography teaching units in the school. We keep these in a central store which is easily accessible. The library contains a good supply of topic books to support children's individual research. The Kapow scheme enables the school to have access to many resources, presentations and videos.

### Fieldwork

Each unit contains elements of geographical skills and fieldwork to ensure that fieldwork skills are practised as often as possible.

Fieldwork includes smaller opportunities on the school grounds to larger-scale visits to investigate physical and human features. Developing fieldwork skills within the school environment and revisiting them in multiple units enables pupils to consolidate their understanding of various methods. It also gives children the confidence to evaluate methodologies without always having to leave the school grounds and do so within the confines of a familiar place. This makes fieldwork regular and accessible while giving children a thorough understanding of their locality, providing a solid foundation when comparing it with other places.

### **Monitoring and Reviewing of Subject**

The work of the subject coordinator also involves supporting colleagues in their teaching, lesson observations, book scrutinies and assessment monitoring and recording to ensure good outcomes. CPD is undertaken by staff to ensure excellent subject knowledge and ongoing professional development.

### **Links with parents and home learning**

Geography homework is set as an option for the children to complete as part of the half-termly homework.