OUR LADY IMMACULATE CATHOLIC PRIMARY SCHOOL

At Our Lady Immaculate Catholic Primary School, we strive to thrive by being ready, respectful and kind every day. We do our very best in all that we do, for the glory of Christ, knowing that:

"With God all things are possible"

Geography Policy

Date	Review Date	Coordinator
Autumn 2026	**Autumn 2029**	**Michael Hughes**

Headteacher:	Sophie Gibbs
Chair of Governing Body:	Catherine Squires

Vision

At Our Lady Immaculate Primary School, from reception to year six, we mirror the sentiment of the The National Curriculum when we strive to, *"inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives."*
When we welcome our reception students, the geography curriculum enables them to take small, carefully guided steps out of our gates and into the world beyond. By the time they leave, our independent Year Six students have taken giant leaps across the globe and are equipped with knowledge about diverse places, people and natural environments. They carry a deep understanding of Earth's physical and human processes and understand how these processes shape of our landscape and environment.
At Our Lady Immaculate, we endeavour to make Geography an exciting, meaningful and relevant subject. We value the importance of global issues, such as sustainability, and we arm our students with the confidence and the specialist vocabulary to leave our school as enabled participants and activists in our ever-changing world.
Above all, our students leave with an awe and appreciation of the wonderful world God has given us.
"He has made everything beautiful in its time." Ecclesiastes 3:11

Teaching aims: At Our Lady Immaculate, we strive for our students to:

- Gain a secure foundation of geographical knowledge and skills;
- Develop the confidence to apply geographical knowledge to other areas of the curriculum;
- Develop confidence and initiative when tackling problems and exploring new situations;
- Gain experience of working co-operatively and giving consideration to others;
- Develop knowledge and understanding of the human and physical processes that interact to form our world and understand the effects of their actions on the environment.

What we teach:

All teachers have an active hand in planning and adapting Twinkl and other resources to suit the needs of our individual learners. All lessons are planned in accordance with the National Curriculum objectives.

Foundation Stage

In EYFS, students are supported in developing the knowledge, skills and understanding that help them to make sense of the world. In our *Understanding the World* scheme, their learning is supported through exploration, encounters with different people and their cultures and investigation into their immediate and local environment through Forest School and excursions. Focused tasks offer young learners the opportunity to engage in activities, developing their geographic skills, curiosity and expanding vocabulary.

Key Stage 1

In Key Stage 1, geography teaching is taught through a topic-based approach, making as many meaningful cross-curricular links as possible. This ensures that children are immersed in the topic and specialist vocabulary, developing their skills and making learning relevant to them. In Key Stage 1, students become more familiar with the United Kingdom and where it belongs in the world. Comparisons are drawn with nations as far afield as China. They become familiar with the

finite resources our planet holds that allow us to survive, especially water. Finally, our students mature into the knowledge that Geography is much more than a study of places and processes, it is a study of people. Recognising the global spread of poverty and human rights provides a bildungsroman-type maturation for our students.

Key Stage 2

In Key Stage 2, geography is taught in units with careful consideration to cross-curricular links. Students develop their map reading skills, using grid references to locate, thus reinforcing their understanding of their own location in the world. Students globe-hop, exploring the physical, cultural and economic features of locations across the planet.

At KS2, students have to maturity to be humbled by the power of physical processes on Earth and how they shape the world we live in. With this maturity comes an awareness of how making more sustainable choices can help our ever-changing world.

Impact:

By the end of EYFS, we expect students to be able to spot change in their immediate and local environments and be able to voice opinions on places. They will be able to give their likes, dislikes and tell stories about places that are important in their own lives, as well as places they have visited with school. They will understand that different people like different things and they will have experienced different cultures through our visitors and themed culture days. We expect most children to achieve the *Understanding the World* goals.

By the end of Key Stage 1, we expect students to be able to locate their location on a map and describe how their environs differ to other places on our planet. They will understand that different places are populated with people who face different challenges to ours. Finally, students will start to realise the importance of sustainability; how human actions directly impact our planet.

By the end of Key Stage 2, we expect students to have enjoyed their geographical studies and to incorporate the use of specialist vocabulary into their vernacular. They will understand the unique position they occupy on Earth and be able to compare this with other global positions. They will be able to identify how powerful, physical processes shape our planet and provide us with the water and energy for life. Their studies will allow them to make informed choices regarding the footprint they choose to leave on the environment.