



Holy Trinity Catholic Primary School
Aspire not to have more but to be more

Geography Policy

Holy Trinity is a Catholic Primary School where Core Values, underpin every aspect of school life. Our Mission Statement is:

*Inspired by Christ and His teaching,
Holy Trinity Catholic Primary School educates, nurtures and celebrates
the unique nature and worth of every member of its diverse family.*

The Mission Statement is summed up in our school motto: **'Aspire not to have more, but to be more'**

The aims for all of our school family are:

- *to promote excellence in all aspects of school life, developing each person's ability to recognize and strive for this;*
- *place Christ at the centre of our daily lives, so that our school family may be the leaven of the Gospel values promoted in our mission*
- *to recognize that all members of the community are life-long learners, prepared to accept challenges with confidence and determination*
- *to promote self-discipline and respect, never accepting bullying of any kind and to communicate this belief in a positive and proactive manner.*

These aims are revisited regularly to ensure their relevance and we work to ensure our statement on equality of opportunity and values are understood by all.

1 Introduction

1.1 This policy outlines the purpose, nature and management of the Geography curriculum taught and learned in our school. Geography is a subject within the National Curriculum.

2 Rationale

2.1 Geography is a body of knowledge about physical and human features, localities, human activity, weather and their impact on the land and environment.

Geography is a contemporary and dynamic discipline and it is an important tool in how we understand the world around us.

Geography in the National Curriculum has its own Programmes of Study and attainment targets. The fundamental skills, knowledge, and concepts of the subject are set out in four main areas: Locational knowledge, Place knowledge, Human and Physical Geography and Geographical skills and fieldwork

Through work in geography, children learn about their local area and compare their life in this area with that in other regions in the United Kingdom and in the rest of the world. They learn how to draw and interpret maps and they develop the skills of research, investigation, analysis and problem solving. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures. Geography teaching also motivates children to find out about the physical world and enables them to recognize the importance of sustainable development for the future of mankind.

During KS1 and KS2, pupils will be taught the knowledge, skills and understanding through the study of localities (breadth of study).

These elements will be developed through activities, which bring together the requirements from these areas wherever possible. In addition to this, cross-curricular links will be supported.

3 Aims

3.1 The aims of teaching and learning in Geography within Holy Trinity Catholic Primary School are:

- to enable children to gain knowledge and understanding of places in the world;
- to provoke and answer questions about the natural and human worlds, using different scales of enquiry to view them from different perspectives;
- to enjoy working in Geography and tackle all activities with confidence and a sense of achievement;
- to increase children's knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country;
- to allow children to learn graphic skills, including how to use, draw and interpret maps;
- to enable children to know and understand environmental problems at a local, regional and global level;
- to develop a range of investigative and problem-solving skills, both inside and outside the classroom;
- to encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means;
- to be inspired to think about their own place in the world, their values and their rights and responsibilities to other people and the environment;
- to develop a variety of other skills, including those of enquiry, problem solving, ICT, investigation and how to present conclusions in the most appropriate way.

4 Entitlement:

4.1 The teaching of Geography in this school is an entitlement for all pupils in ways appropriate to their abilities irrespective of race, gender and disability in order for each to achieve his or her own potential.

4.2 Geography forms part of the school curriculum policy to provide a broad and balanced education to all children.

4.3 It is recognised that there are children of widely different geographical abilities in all classes and suitable learning opportunities are provided for all children by matching the challenge of the task to the ability of the child.

4.4 S.E.N.D provision will be made where necessary to enable individual pupils to progress and demonstrate achievement, whether more or less able in Geography or related disciplines. We will achieve this by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, some children not completing all tasks;
- grouping children by ability in the room and setting different tasks to each ability group;
- providing resources of different complexity according to the ability of the child;
- using classroom assistants to support the work of individual children or groups of children.

Such material should be presented in contexts suitable to the pupil's age. The responsibility for this provision lies with individual class teachers. Pupils with special needs have the same Geography entitlement as all other pupils and are offered the same curriculum. They receive additional support in the classroom and on field trips. Through our geography teaching we take into account the targets set for individual children in their Individual Action Plans (IAPs).

4.5 Dual language speakers will be supported in accessing geographical skills and concepts in specific cultural

contexts where necessary.

5 Implementation

- 5.1 The aims of Geography within Holy Trinity School and supported learning will be facilitated through
- Foundation Stage children following EYFS Framework 2017. The geography 'focus' is therefore to be incorporated into areas of learning and early learning goals;
 - Key Stages 1 and 2 pupils to follow the school scheme of units of work.
- 5.2 The scheme of work used for Geography is Oddizzi, which acts as the basis for curriculum planning. The scheme is adapted to the local circumstances of this school, i.e. use is made of the local environment in fieldwork and a locality chosen where the human activities and physical features provide a contrast to those that predominate in our own immediate area.
- 5.3 In the EYFS, Geography is addressed through the specific area of Understanding the World. It forms part of a wider theme of work helping the children to explore key questions about themselves. Geography makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world through activities such as collecting postcards from different places, singing songs from around the world, or investigating our local landmarks. Appropriate cross-curricular links support and reinforce the geographical elements of each unit.
- 5.4 Curriculum planning is in three phases (long-term, medium-term and short-term). Long-term plans map the Geography topics studied in each term during each key stage. The Geography coordinator, **Carroll McNally**, develops this in conjunction with teaching colleagues in each year group. Medium-term lesson sequences outline the Oddizzi scheme of work and weekly lesson plans provide the details of learning for each session. The Geography coordinator reviews these plans on a regular basis. The lesson plans teach to the expected outcomes of the year group and outline scaffolding, activities and timing. Geography is not necessarily taught weekly in each class. It accounts for approximately 7% of the yearly timetable.
- 5.5 Topics are planned in geography in order to build upon prior learning. Children of all abilities have the opportunity to develop skills and knowledge in each unit and, through planned progression built into the scheme of work, are an increasing challenge as they move through the school.
- 5.6 A variety of teaching and learning styles is used in Geography lessons. Whole-class teaching methods are combined with enquiry-based research activities. Children are encouraged to ask as well as answer geographical questions. They are offered the opportunity to use a variety of data, such as maps, statistics, graphs, pictures, and aerial photographs and are enabled to use IT in geography lessons where this serves to enhance their learning. Children take part in role-play and discussions, and present reports to the rest of the class. They engage in a wide variety of problem-solving activities. Additional guidance for the teaching of Geography in Holy Trinity School is taken from the adopted scheme.
- 5.7 Geography makes a significant contribution to the teaching of English in this school because it actively promotes the skills of reading, writing, speaking and listening. The scheme promotes the use of texts to support understanding, which are usually non-fiction and provide information to support deeper understanding. At Key Stage 2 debates are organised on environmental issues in order to develop speaking and listening skills. Reports, letters and recording information all develop children's writing ability. Environmental issues are also used as a way of developing the children's writing ability by asking them to record information and write reports and letters.
- 5.8 Geography contributes to the teaching of mathematics in a variety of ways. The children are taught how to represent objects with maps. The children study space, scale and distance and they learn how to use four- and six-figure grid references. Graphs are used to explore, analyse and illustrate a variety of data.
- 5.9 Provision is made for the children to use computers in geography lessons where appropriate. Children use IT in geography to enhance their skills in data handling and in presenting written work. They research

information through the internet. Children are able to communicate with other pupils, locally, nationally and internationally in other schools and countries by using email. Children are able to access the digital cameras and tablets to record and use photographic images.

5.10 Geography contributes significantly to the teaching of personal, social and health education and citizenship. Firstly, the subject matter lends itself to raising matters of citizenship and social welfare. For example, children study the way people recycle materials and how environments are changed for better or for worse. Secondly, the nature of the subject means that children have the opportunity to take part in debates and discussions. Children are involved in a number of issues of concern to them, such as helping the poor or homeless. Thus, Geography promotes the concept of positive citizenship.

5.11 Children are offered many opportunities to examine the fundamental questions in life through the medium of Geography. For example, work on the changing landscape and environmental issues leads children to ask questions about the evolution of the planet, this is echoed in Religious Education work. Pupils are encouraged to reflect on the impact of humankind on our world and are introduced to the concept of 'stewardship' in relation to sustainable development; this too is an area that has spiritual and moral dimensions met in the Religious Education curriculum. Through teaching about contrasting localities, children are able to learn about inequality and injustice in the world. Children are helped to develop knowledge and understanding of different cultures so that they learn to avoid stereotyping other people and acquire a positive attitude towards others. Geography contributes to the children's appreciation of what is right and wrong by raising many moral questions during the programme of study.

5.12 Fieldwork is integral to good Geography teaching and as many opportunities as possible are included to involve children in practical geographical research and enquiry.

5.13 The monitoring and evaluation of this policy will be the responsibility of the Geography coordinator who is responsible to the Head teacher and the Governors for the development of the subject throughout the school. This can be achieved in a variety of ways:

- Regular discussions with staff concerning progress of groups and individuals;
- Involvement in long and medium term planning across the school in this subject;
- Work with colleagues to provide support as appropriate;
- Regular monitoring of resources;
- Reviewing of assessment outcomes to evaluate the quality of learning;
- Checking that within a Key Stage there is coverage of the full Geographical curriculum in planning;
- Checking that appropriate opportunities to raise multi-cultural issues are created and taken;
- Ensuring that the time spent in teaching and learning matches national expectations.

5.18 This document will be subject to review every year. The Geography coordinator is responsible for the review and will then present ideas to the whole staff. The Link Governor for the subject will ensure that the Curriculum Committee of the Governing Body is involved fully in the process.

6 Resources

6.1 A budget is set annually, within a 3-year plan, to maintain Geography provision.

6.2 Children will have opportunities to use any of the resources housed in the Key Stage resource bases that may aid or enhance learning. Holy Trinity will continue to update and replace resources as appropriate, endeavouring to provide a range of stimulating and interesting equipment, which is accessible by all pupils.

6.3 Work in Geography is a mixture of individual, group, and whole class activities as appropriate. Groups may be of mixed ability as appropriate.

6.4 Homework is used to support work in Geography (in accordance with the School's Homework Policy).

7 Health and Safety

- 7.1 All school activities comply with the guidelines in the school's Health and Safety Policy and the attention is drawn of those teachers who may have a child with Hearing or Visual Impairment to the provision that needs to be made.
- 7.2 Particular reference should be made by those teachers and pupils engaged in activities which require external visits, access to artefacts and resources such as soil, rocks, water etc..

8 Assessment

- 8.1 Assessment is an integral part of teaching and learning in Geography. Assessment will take place over the long term. Short-term assessment, through live marking and feedback will be in line with the appropriate policy. Children's work in Geography is assessed by making informal judgements through observation during lessons. Completed pieces of work are given PCT feedback, verbal or written or both as necessary.
- 8.2 Suitable tasks for assessment of Geography work include:
- small group discussions
 - whole class activities
 - specific Geography assignments for individual pupils
 - individual discussions in which children are encouraged to appraise their own work and progress
- 8.3 Long-term assessments will review termly and yearly progress and that made at the end of each milestone. The recording sheets developed to identify key skills the children have attained are used. Parents are informed annually in a written report about the progress their child has made in Geography and the ways in which they have responded to investigation work.

9 Roles and Responsibilities

- 9.1 The Head Teacher
- Setting a budget
 - Monitoring development
 - Discussing specific targets with the Humanities Co-ordinator
 - Delegating responsibility
 - Overall responsibility to give children their entitlement.
 - Overall responsibility to deliver the National Curriculum
- 9.2 The Geography Coordinator
- Managing the budget and resources, taking responsibility for the purchase and organisation of central resources for Geography;
 - Reviewing and developing the school policy, leading development and production of schemes of work, designed to ensure progression and continuity in Geography throughout the school;
 - Identifying needs in order to put policy into practice;
 - Monitoring and assessing and advising the Head teacher on action needed;
 - Identification and provision of INSET;
 - Liaison with external agencies, keeping up-to-date with developments in Geography education and disseminating information to colleagues as appropriate;
 - Informing and supporting colleagues in their development of lesson sequences, implementation of the scheme of work and in assessment and record keeping activities.
- 9.3 Class Teachers
- Putting the policy into practice;
 - Developing children's abilities to work as Geographers by providing information to work with;
 - Encouraging children to use, manage and respect resources;
 - Ensuring progression in geographical skills, knowledge and understanding;
 - Scaffolding the Geography curriculum for the children in the class where appropriate;
 - Sharing with other colleagues;

- Ensuring that each child gets his or her own entitlement;
- Monitoring progress;
- Reporting to parents;
- Planning for assessment.

9.4 The pupil

- Engaging in differentiated tasks appropriate to their individual needs;
- Responding appropriately to feedback offered;
- Development of independent learning strategies which draw upon previous experiences and learning outcomes;
- Using and expressing opinions using appropriate geographical vocabulary.

9.5 The home environment

- Encouraging and supporting the completion of homework.