

# Holy Trinity Church of England Primary School

*To be the best we can be: for God, for others and for ourselves*



## Geography Policy Draft

Policy to be reviewed as necessary within 3 year

Subject leader: H. Daniels

**Agreed by Governors**  
Spring 2021

**Due for Review**  
Spring 2024

## Vision

**At Holy Trinity Church of England Primary School, every child is recognised as a unique individual. We celebrate and welcome differences within our diverse school community, encouraging all to grow and flourish as precious children of God. Learning is centred around experiencing the joy of discovery. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values, with a vision to prepare our children to be life-long learners, rooted in our school motto: To be the best we can be: For God, for others and for ourselves.**

### **Christian Values**

**Love**

**Hope**

**Forgiveness**

**Trust**

**Peace**

**Reverence**

**Justice**

## Purpose of Study

A high-quality Geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

## **Aims**

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

## **Organisation of Teaching**

The Geography curriculum is carefully and coherently sequenced to enable our children to develop a growing knowledge of the themes outlined above. Pupils' knowledge builds towards clearly defined end points so everyone knows what we expect our pupils to achieve by the end of each topic, each year and each key stage. To meet the educational needs of our school community we have selected the following core knowledge concepts as a focus for our teaching. These are explored in increasing depth as pupils move through the school.

- Location, mapping, human (including land use) and physical features, changes over time, capital cities, continents, oceans, weather & climate, industry, field work

In Reception class Geography is taught as part of the 'Understanding the World' - 'The World' area of learning within the Early Years Foundation Stage curriculum. Further details of how the Early Years curriculum is organised can be found on our Early Years policy.

In Years 1 to 6 Geography is taught as a discrete subject, though meaningful links are made with other subjects in our curriculum, for example, Maths-Mapping skills, Science-The Water Cycle. The topics we teach are outlined in the curriculum map for Geography (see Appendix 1). This is published on our website.

To support high quality knowledge rich lessons, the school subscribes annually to Digimap-A digital mapping service. All teaching materials are adapted to meet the requirements of our Christian vision and curriculum intent.

## **Knowledge Organisers**

Every topic has a knowledge organiser. This includes information under the following headings:-

- Curriculum Intent Links / school Christian value
- Local Links (If appropriate)
- National Curriculum
- Think like a Geographer
- Lesson Sequence
- Key Vocabulary
- Key Content
- Number of Hours
- Linked text
- Extended writing

There will be a map and images of the places studied. All pupils have a copy of their knowledge organiser in their books and these are used to help pupils remember the key concepts. Knowledge organisers may also be taken home to support learning. All knowledge organisers can be seen on the relevant class pages of our website.

## **Teaching Time**

Geography is allocated the following time per week on our weekly timetables. Timetables are published on our website every half term.

Early Years Foundation Stage: Up to 1 hour

Key Stage 1: 1 hour

Key Stage 2: 1-2 hours

## **The Teaching of Geography (Implementation)**

Teachers use a range of teaching strategies that best support the objectives of the lesson. The following list shows the most common methods of effective teaching related to Geography

- teacher instruction, explanation and modelling using resources such as the interactive whiteboard, online programmes and texts
- use of atlases, maps, quality text books and other sources of information, including books in our school library
- pupil discussion, investigation and problem solving

- regular review of previous learning or linked topics to enable pupils to remember key concepts. This may involve quizzes or other games to help embed knowledge and vocabulary
- analysing information
- using drama, role play, music and art to express and explore pupils' knowledge and understanding
- recording learning in written form in exercise books, including opportunities to write at length
- trips to local places of interest or listening to visitors invited to school, for example looking at features of Southport and visiting a river and mountain for fieldwork experiences

### **Resources**

Teachers use the following schemes of work to support the teaching of Geography

- West London Free School Schemes of Work
- The LCP Scheme of Work
- Curriculum resources such as the Connections Text Books are stored in classrooms. The school library contains atlases and a selection of books related to the geographical themes. Maps, posters and compasses are stored in the plan chests and globes are kept in the 'Oak' room.

### **Recording Learning**

In Geography, pupils record their learning in the following ways

- exercise books
- Reception-Individual Learning Journeys

### **Meeting the Needs of All Pupils**

All pupils are entitled to a broad and balanced curriculum that meets their needs. Geography is taught in class groups with all pupils included. All our teachers know the pupils in their class and their differing needs very well. They plan and adapt lessons to help all pupils know and remember more so they make very good progress.

Some pupils, including those with special educational needs or disabilities, or those with English as an additional language, may need extra support to access, understand and remember key concepts. For these pupils, teachers use a range of effective strategies, whilst promoting independent learning as far as possible. These may include

- adapting and scaffolding pupil activities and resources
- focussed additional support from an adult in class
- extra pre learning or overlearning of key knowledge before or after the lesson.

Some pupils very quickly grasp the main concepts being taught and are able to think more deeply to extend their learning. To ensure they reach their full potential, teachers may:

- set more complex activities that require thinking at greater depth
- ask pupils to apply their knowledge to a different situation
- go further by asking them to explain their thinking to others or present their findings to a group

## **Homework**

Sometimes homework is given to extend or consolidate pupils' knowledge. Pupils may take their knowledge organisers home and research an area they have found particularly interesting. They can choose how to present their work. For example: through writing, art, computing etc

## **High Quality Teaching and Subject Knowledge**

To ensure the highest quality teaching and make sure teachers have the subject knowledge they need to meet the requirements of teaching Geography in their class, teachers (and teaching assistants) receive a range of guidance and support, including:

- latest research and guidance in the best ways of teaching Geography from the LDST
- mutual support and discussion with colleagues, including joint planning, team teaching and paired marking
- subject specific training, for example in the use of Digi map.

In addition, the subject leader for Geography stays up to date with developments in the subject through leadership training, affiliation to and support from other subject leaders locally and within the LDST.

## **Assessment (Evaluating the Impact of Teaching)**

Teachers constantly assess how far their pupils understand key concepts throughout lessons, mainly through questioning and observation. Quizzes and other games are regularly used to assess how far pupils have remembered learning from the lessons before. Teachers then adapt their teaching to ensure misconceptions or gaps in knowledge are addressed. In addition, they may need to introduce opportunities for more challenge or deeper thinking.

### **End of Unit Assessments**

After assessing pupils' work, teachers date the LPDS End of Unit Assessment Page (from the Lancashire Education Authority National Curriculum Assessment Materials-End of Year Objectives) which is glued into the cover of each pupil's book. They may need to assess a few examples of work to ensure pupils have achieved a specific objective. If they know that pupils have achieved the objective, they highlight it too. By the end of the year, this will clearly show which objectives have been achieved and where there may be gaps in pupils' knowledge, which can be addressed in the future.

At the end of every topic teachers assess how far each pupil has understood the knowledge and skills involved. Pupils are assessed overall as either working towards the topic's objectives, meeting the topic's objectives or meeting the topic's objectives at greater depth. This is recorded by the teacher on the Assessment section of the Knowledge Organiser. This assumes that most of the class achieve the objectives and individual pupil names can be added for 'Working at Greater Depth' and 'Working Towards.' This is kept with the teacher's planning.

### **End of Term Assessments**

At the end of every term, teachers evaluate the achievement of each child in their class in Geography. They record this on a school data base. This helps teachers plan and adapt future lessons. The subject leader collates and analyses assessment data across the school. They pick out trends, strengths and weaknesses across the school and for different classes and groups. This information is shared with senior leaders and governors. All subjects have an action plan and a budget. Analysing pupil achievement helps the subject leader plan for improvements in the subject. This may take the form of targeted training, staff discussion and problem solving to improve an aspect of the curriculum. If analysis shows a particular group of children are underachieving, for example disadvantaged children, further measures are agreed and put in place to address this gap.

### **End of Year Assessments and Reporting To Parents**

End of term assessments are pulled together at the end of each academic year to evaluate each pupils' overall attainment in Geography. A child's attainment in Geography is reported to parents through the end of year reports. For pupils in Y1 to Y6 a child's attainment is reported in the following way.

- wts working towards end of year expectations
- exs meeting end of year expectations
- gds meeting end of year expectations at greater depth.

In Reception class Geography comes under the 'Understanding the World-The World' area of learning. Each child in Reception is assessed as emerging, expected or exceeding the early learning goals in that area.

An INSET day is allocated towards the beginning of July where class teachers 'handover' their class to the next teacher. They discuss pupil achievement across the curriculum and ways future teaching should be adapted to meet the differing needs of the class.

### **Monitoring and Evaluation**

The subject leader for Geography monitors the quality of education regularly in accordance with the school's monitoring timetable. This may take the form of :

- learning walks and drop ins, usually with a member of the senior leadership team, and sometimes with a governor.
- book looks. The subject leader looks at a range of books or other evidence across the school, sometimes with senior leaders or an adviser / officer from the LDST or a governor.
- scrutiny of planning, particularly to evaluate coverage and progression within the curriculum as well as the extent to which planning is catering for the range of needs of pupils
- pupil conferencing
- surveys for pupils and/ or staff.

Subject leaders have regular support meetings with the senior leadership team where aspects of the subject policy and action plan are monitored and discussed. Resulting actions may emerge with additional leadership support, resources or policy changes implemented. Subject leaders routinely have a teacher appraisal objective linked to an aspect of their subject leadership.

Following all these activities, strengths and areas for development are reported and discussed with staff. Resulting actions are recorded on the subject action plan and reported to governors. At the end of each year the action plan for Geography is fully evaluated and published. In addition, the subject leader evaluates how far Geography is meeting our curriculum intent statement. This evaluation feeds into the action plan for the following year. Evaluated action plans and evaluations are reported to the senior leadership team and governors. If, following school self-evaluation, it is agreed that Geography should be prioritised to significantly strengthen the quality of education, it becomes part of the School Improvement Plan. If this is the case, senior leaders and governors play a far more active role in supporting and monitoring the development of the subject. Additional resources may be targeted as necessary.

### **Role of Governors (from September 2020)**

Every aspect within the School Improvement Plan has an allocated pair of governors. This pair of governors evaluates the activities within this aspect and the impact on the quality of education and pupil outcomes. They meet with subject leaders on a termly basis and review aspects of the subject, including seeing lessons in practice and talking to children. Their findings are reported to the Local Governing Board. In this way, leaders are held accountable for the aspects they are responsible for and subject leaders



are able to access the appropriate support and resources to achieve their aims. If Geography is not part of the School Improvement Plan for the year, lighter touch monitoring includes governors reviewing the progress of objectives in the action plan.

**Appendix 1: Curriculum Map for Geography**

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Reception</b>	Outdoor Play-Routes Small World Play	Weather Patterns Chinese New Year	Our Environment
<b>Year 1</b>	Spatial Sense Aerial views, maps, compass points	United Kingdom The 4 countries in the UK	Seven Continents
<b>Year 2</b>	Spatial Sense Local maps, routes, world maps, globes	Africa-Fairtrade & Ghana Continents/location/weather and climate/ industry –land use	The British Isles England. Scotland, Ireland, Wales
<b>Year 3</b>	Spatial Sense Maps, compasses, symbols 4 figure grid refs	Local Study Location and mapping	Mountains- (comparison to local area) Location / physical features / land use
<b>Year 4</b>	Spatial Sense Globes and the Tropics Grid refs Scale	Europe Mediterranean Region Climate, Farming, Landscapes, Settlement	Rivers Location / physical features / land use
<b>Year 5</b>	Spatial Sense Grid refs Scale Changes over time	North America Location/physical features/ weather and climate/ capital and major cities/ industry and land use	Coasts (including the Water Cycle) Location / physical features / land use
<b>Year 6</b>	Spatial Sense Longitude/Latitude The Arctic & Antarctic Time Zones Map Projections	South America Location/physical features/ weather and climate/ capital and major cities/ industry and land use	Volcanoes & Earthquakes Location / physical features / land use