



# Holy Trinity Church of England (Aided) Primary School

## Policy Statement

### Geography Policy

#### *The Best for Every Child - a Unique Child of God*

At Cookridge Holy Trinity Church of England (A) Primary School we serve the community by providing a happy, secure and caring Christian environment where all are valued and respected. We pride ourselves on being friendly and welcoming. We believe in the uniqueness of the individual as a child of God and recognise the range of contributions that each can make.

We provide for the spiritual, emotional, physical, mental and social development of the whole child, as a child of God. We seek to foster self-esteem and instil a sense of responsibility to others and the world around them through the teaching of our Christian Values.

We are committed to the pursuit of excellence, and the school curriculum aims to offer all children a broad and balanced, relevant and differentiated curriculum which provides consistency and continuity of teaching throughout the school, enabling every child to maximise their potential.

We work in partnership with parents, the local church, the wider community and other schools to provide an education of the highest quality.

Policy Approved by: Catherine Hickey

Date: 9.11.21

To be reviewed: September 2022

At Cookridge Holy Trinity Primary School, as an inclusive school, we aim to give **all** children a high quality geography education which inspires a curiosity and fascination about the world around them. “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.”

*(National Curriculum in England, Geography programme of study, 2013)*

### **Aims**

As a school our goal is to cover the following National Curriculum aims in an engaging and meaningful way for every child:

- 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.

*(National Curriculum in England, Geography programme of study, 2013)*

### **Planning and implementing the curriculum:**

When planning for geography teachers should ensure there are opportunities for children to ask and explore geographical questions, making links to P4C where appropriate. They should also make links with other curriculum areas where possible to embed children’s learning and understanding. When delivering the curriculum, geography should be taught in a way that fosters a knowledge, understanding and respect for other cultures and nationalities in line with the schools Christian values.

#### **Key stage 1:**

“Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.”

*(National Curriculum in England, Geography programme of study, 2013)*

#### **Key stage 2:**

“Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.”

*(National Curriculum in England, Geography programme of study, 2013)*

Within lessons children in both key stages will undertake a variety of tasks including:

- data collection and analysis
- making and using maps
- activities involving location, direction, movement, distance and scale
- identifying and describing similarities, differences and patterns in a range of contexts/
- Use of atlases, globes, maps and aerial photographs

- enquiry tasks
- field work (including residential visits)
- teacher-led learning
- creative activities
- use of the laptops, iPads, and the internet to research and present work.
- role-play and drama
- visitors to school

### **Field work**

It is imperative that wherever possible children should be given the opportunity to learn and experience Geography through a 'hands on' approach. For example, the River Study could involve a day trip to a river and studying a contrasting U.K. locality could be done as part of a residential trip and also provide opportunities for the children to further develop their mapping skills. On any field trip full risk assessments in line with the local authority guidelines must always be carried out.

### **Inclusion**

As an inclusive school **all** pupils, irrespective of social background, culture, race, gender, differences in ability and disabilities have access to a balanced and broadly-based curriculum which includes Geography. We aim to meet the needs of the children in our care by: setting suitable learning challenges, responding to pupil's diverse learning needs and overcoming potential barriers to learning and assessment for individuals and groups of pupils.

### **Equal Opportunities**

It is necessary to refer to the School's Equal Opportunities Policy. Boys and girls should be given the opportunity to study and carry out all aspects of Geography work included in the schemes of each year group. Matters relating to religion, race and culture will be dealt with in a respectful and understanding manner. No child must be denied the opportunity to take part in field trips for financial reasons.

### **Assessment and Recording**

Assessment and Recording should be in line with the School policy. This may be done in a variety of ways, including observing pupils at work, by questioning, talking and listening to them and by assessing work produced by them. The assessment tasks or opportunities should be an integral part of the medium term plans.

To ensure that Geography may be delivered as effectively as possible, the co-ordinator may assist colleagues in a variety of ways:

- advising on resources and planning
- trying to clarify areas of uncertainty
- reviewing the Geography policy
- monitoring and evaluating the teaching of Geography within the school
- assisting in staff development in Geography
- collecting and checking medium term plans for each year group
- attending courses and disseminating appropriate information to staff
- being available to support staff when needed