

HOLY TRINITY



C. E. PRIMARY ACADEMY
(HANDSWORTH)

Geography Policy

Subject Champion: J Saran

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Holy Trinity CE Primary Academy Vision Statement

"For I know the plans I have for you," declares the Lord, "plans to prosper you and not to harm you, plans to give you hope and a future." Jeremiah 29:11

At Holy Trinity CE Primary Academy our distinctive Christian values are at the heart of all we do. Through our curriculum and care our children develop independent curiosity, acquire a life-long appetite for learning and become well-rounded individuals, seeking 'hope and a future' for themselves and others.

1. Intent

1.1 Geography at Holy Trinity

At Holy Trinity CE Primary Academy, we believe Geography is an important part of the curriculum. We believe that Geography is a subject in which all pupils can become engaged and develop key skills. Where possible, cross-curricular links are made to ensure pupils experience the subject in context. This involves their roles in society and the lives of the community around them and the wider world, further developing their ideas of global citizenship.

Geography helps children to gain a greater understanding of the ways of life and the different cultures locally and around the world. This supports children to take responsibility for their role in society and to develop a caring attitude towards others, animals and plants in our environment.

Geography is concerned with the study of places, the human and physical processes, which shape them and the people who live in them. Children study their local area and contrasting places in the United Kingdom and other parts of the world. The study of the local area forms an important part of the Geography taught at our school and activities are planned to build upon the children's knowledge and understanding of the local area.

1.2 Curriculum 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.

We also hope to:

- Improve pupil's skills across the curriculum, especially in Literacy, Numeracy and ICT
- develop thinking skills
- develop pupils as active citizens
- promote awareness and understanding of spiritual and moral issues

2. Implementation

2.1 Curriculum delivery

At Holy Trinity, the Geography Curriculum is delivered through Ark Curriculum Plus. Ark has been carefully structured to ensure skills progression and provides support to enable teachers to deliver lessons effectively. Ark Curriculum Plus is delivered from Year 1 to Year 6. Each year group has five units. For every half term, the unit will either be a History or Geography focus. Teachers carefully adapt activities to ensure coverage and progression for all. The lessons are planned and delivered each week. Ark Curriculum Plus is knowledge rich and provides children with lots of opportunities to recap previous learning with quizzes at the start of each lesson. The quizzes are marked by either teachers or peer assessed so that any misconceptions of previous learning can be addressed.

Pupils will learn the location of places and regions across the globe and the key features and characteristics of these places. Through an understanding of aspects of both human and physical geography, pupils will discover how places across the globe are both similar and different and how they are changing. They will identify patterns in human and physical geography and understand the links between places, people and environments. Pupils will learn that human and physical geography are intertwined through a concept known as environmental geography. Human, physical and environmental geography will be studied at all scales, from localised regions to the wider world.

As pupils develop their geographical knowledge and understanding, they will also develop their geographical skills: using maps, atlases and globes as well as using directional language, a compass and understanding grid references and keys.

2.2 Planning

The school currently follows Ark Curriculum Plus for Geography. The introduction of Ark Curriculum Plus allows for a consistent approach to the teaching and learning of Geography across the school. Ark Curriculum Plus was implemented in September 2021. Staff received CPD training in June 2021 from Ark on how to use the curriculum and how to implement it effectively in the classroom. With guidance and support from SLT and the subject leader key areas of Geography are taught and adapted to ensure children are meeting the National Curriculum objectives.

Ark Curriculum Plus aims to support the quality of teaching and curriculum planning, by shifting the focus of teachers' use of time to ensure that it is effectively spent to help education recovery. The scheme provides teachers with a subject knowledge guide for each unit, unit planning guidance, lesson tutorial videos and lesson resources including PowerPoint slides. Children are also provided with adapted activities, knowledge organisers, posters, and discovery box cards to facilitate their learning. Staff ensure the Ark Curriculum is supplemented with videos and planned activities to personalise the Geography curriculum wherever possible.

2.3 Teaching and Learning

Children are taught in their normal class group for geography and classroom organisation will depend on the needs and abilities of the pupils and on the aims of the lesson. In planning geographical work, teachers are mindful of the ways in which pupils learn. The teaching of geography reflects different teaching and learning styles to ensure full inclusion such as whole-class lessons, group, paired and individual work and we combine these with enquiry-based research activities. We encourage children to ask as well as answer geographical questions.

Geography teaching focuses on enabling children to think as Geographers. We place an emphasis on enquiry through examining photographs and information, amongst other primary and secondary sources. We use a variety of teaching and learning styles in our Geography lessons. At Holy Trinity, we believe in whole-class teaching methods and we combine these with enquiry-based research activities. We encourage children to ask as well as answer geographical questions. We offer them the opportunity to use a variety of data, such as maps, statistics, graphs, pictures, and aerial photographs, and we enable them to use IT in geography lessons where this serves to enhance their learning. Wherever possible, we involve the children in 'real' geographical activities, e.g. research of a local environmental problem or use of the Internet to investigate a current issue.

It is recognised that there are children of widely different geographical abilities in all classes, and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- setting common tasks within the Ark Curriculum Plus, where there is a range of open-ended tasks that have a variety of responses
- setting tasks of increasing challenge

- individualising tasks where needed and grouping children accordingly
- providing resources of different complexity according to the ability of the child when needed
- using teaching assistants to support the work of individual children or groups of children

We focus on encouraging children to ask enquiry questions about information they are given and should consider their prior learning in making progress. Using knowledge organisers, quizzes and working walls, we support the children to revisit and review prior learning, whilst also making connections with their new learning.

Geography in EYFS

In EYFS, children will explore Geography through their different areas of learning of the EYFS curriculum. Children will encounter Geography through 'Understanding the World'. In their first topic 'What makes us special?', children will focus on the children's homes and families. Children will learn and compare their experiences whilst exploring their understanding about our diverse community and the environment around them. Children will also learn about the world around them by taking part in celebrating different backgrounds and cultures during Autumn's topic 'How do we celebrate special occasions?'. Children will delve into a more Geography focused topic in Spring called 'How can we travel around our city?'. Children will explore concepts based on Birmingham city, their local area travel, transport, and pollution. Geography is further developed through topics that develop understanding of cultures in the wider world such as Africa in the Spring Term. Holy Trinity's EYFS curriculum allows children to develop a good understanding of their local area when discovering 'Where does our food come from?' and 'How do plants grow?' in the Summer term. Children are continually making links about the wider world and Geography through focused and planned independent activities to ensure they are exposed to the world around them and that they are ready for the Geography curriculum when they move into Year 1,

Geography in KS1

In Key Stage 1, pupils begin their journey in Geography with a study of the familiar – the local area. They then move outwards to study the United Kingdom and outwards again to gain an overview of the world and the continents and oceans within it. Pupils then study a contrasting location within Kenya, Africa.

Geography in KS2

Through Key Stage 2, pupils develop their understanding of locations, places, processes and people. In Lower Key Stage 2, they use their knowledge of the UK to understand settlements and land use before exploring Europe, North and South America. The exploration of these continents includes identifying the location of and characteristics of a range of the most significant human and physical features as well as the opportunity to

explore three places in more depth and compare them to their own locality. Pupils also learn about climate zones, biomes, rivers and rainforests. In Upper Key Stage 2, pupils explore Asia before focussing once again on the wider world. They explore the human and physical characteristics of Asia and learn about mountains and natural disasters such as volcanoes and earthquakes. A case study of a natural disaster allows pupils to see the impact on both a place and the people within it. When looking at the world, pupils consider the global challenges faced in the movement of people, growing populations, the distribution of natural resources, fair trade and the impact of climate change. They will also discover what they can learn from different maps of the world and draw their own maps based on fieldwork within their own locality.

3. Impact

3.1 Assessment

- Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.
- **Assessment for learning** is used:
 - daily within class to identify children needing support and adapt teaching.
 - weekly in planning meetings to assess gaps and address these immediately.
 - during marking to highlight misconceptions and identify next steps.
- **Summative assessment** is used:
 - at the end of each unit to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the support that they need.
 - by the Senior Leadership Team and scrutinised through assessment trackers, to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.

Please read this policy in conjunction with our *Assessment Policy*.

3.2 Monitoring

The subject is led by the Subject Champion and supported by the Senior Leadership Team. Each year, time is set aside to review standards and monitor curriculum provision and ensure training and resources are up to date.

Monitoring takes place regularly by the Subject Champion and the Senior Leadership Team through sampling children's work, book trawls, learning walks, lesson observations and pupil voice.

3:3 Equal opportunities

This policy firmly supports the equal opportunities philosophy of the school. Every child, regardless of gender, ethnicity or ability is given equal access to all aspects of the curriculum and participates fully in all lessons.

At Holy Trinity we recognise protected characteristics from *The Equality Act 2010*.

The following characteristics are protected characteristics:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.