

## Geography Vision and Policy

### Holy Trinity C of E Primary School

The **vision** of Geography at Holy Trinity is one that **values**:

- A positive attitude towards Geography and an **appreciation** for the natural world;
- All children developing an increasingly complex **understanding** of place, including their **local area** and the **world** around them;
- Drawing on **personal experiences** to develop a **sense of place** and create **connections** between location and geographical processes;
- Children gaining a **cultural** world knowledge of locations, places and geographical features through **fieldwork**;
- **Enquiry** and evidence-based learning which promotes **curiosity** and **fascination** of the world;
- Effective Geographical **communication** and use of **Geographical vocabulary** across the **whole school community**;
- Using **fieldwork** to develop an ability to ask and answer questions, collect, analyse and present data, think logically and to work systematically and accurately in 'real world' teaching;
- Children generating their own geographical based questions during lessons in order to develop their own understanding further by thinking like **geographers**. This enhances their knowledge and skills base, giving them increasing **independence** and **ownership** over their own learning.
- Recognising that Geography is a **dynamic** subject where thinking and view points **change**;
- Recognising and valuing **diverse viewpoints** and identifying **geographical issues**, such as deforestation;
- Creating **global citizens** whom show responsibility for the world they live in;
- Equipping children with the skills to **navigate** and **explore**.

To work towards this vision and ensure a consistent approach to high provision of Geography throughout the school we aim:

- To keep up to date with new **government policies** and **high-quality, evidence-based research** and adapt our curriculum where appropriate;
- **Continuously adapt** to the **changing needs** of children at Holy Trinity School;
- Develop a **growth mindset** about ability to learn Geography;
- To instil **confidence** and **enjoyment** through the development of an '**I can do**' culture;
- To provide opportunities for **first-hand fieldwork**, fieldwork in the **classroom** and **virtual** fieldwork;
- To tailor **personalised learning** to meet the needs of all children through rigorous **assessment for learning**;
- To utilise **ICT purposefully** in the learning of Geography;
- To provide a Geography curriculum that challenges children **beyond National Curriculum** expectations, through tailored support within the MAT;
- To provide **meaningful, experiential learning opportunities** to facilitate a deeper understanding of **Geographical concepts: planning and decision making, cause and effect, change and location and place**;
- The children at Holy Trinity will acquire appropriate skills, knowledge and understanding to be able to **identify, describe and explain locational knowledge, place knowledge and environmental, physical and human geography**;
- The children at Holy Trinity will acquire appropriate skills, knowledge and understanding to be able to work geographically: **asking and answering questions, collect data, analyse data, present data and draw conclusions**.

### **Purpose of Study**

## Why Do We Teach Geography?

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 children progress through year groups, they should deepen their knowledge and understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments preparing them for future learning where they will explain how the Earth's features at different scales are shaped, interconnected and change over time.

## Contextual, Conceptual and Procedural Understanding

Our Geography policy follows the National Curriculum 2014 for Geography guidelines and 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.

Our high-quality Geography curriculum not only identifies the important concepts and procedures for pupils to learn, it also plans for how pupils will build knowledge of these over time through a logical sequence of knowledge, skills and concepts. As pupils progress through the Geography curriculum, new knowledge gets systematically integrated into pre-existing knowledge. This forms larger concepts and new concepts, which in turn allow pupils to operate at more abstract levels. Geographical enquiry integrates substantive and disciplinary knowledge into an overall strategy to answer questions about the pupils' immediate locality and the world around them. Once disciplinary knowledge is introduced, it is practised in different topics and disciplines. This allows pupils to learn how the same disciplinary knowledge is used in different substantive contexts. Within substantive knowledge, children learn about Seaton Carew, Hartlepool, continents and countries of the world and explores such as Captain Cook. Within disciplinary knowledge pupils learn about asking and answering questions, collect data, analyse data, present data and draw conclusions. All content is broken down into year group objectives, meeting and extending the National Curriculum expectations.

Conceptual threads called 'geography models' are taught within topics and provide a foundation for pupil descriptions and explanations, support geographical language development, develop 'hands on' learning and divergent thinking, engagement and a deeper understanding through a structured development of geographical ideas and concepts. There are four key geography models in the primary curriculum: planning and decision making, cause and effect, change and location and place. These models allow for deeper learning because the models thread through our geography curriculum so pupils recognise concepts as they remember the model from previous topics; increasing familiarity through connected learning and decreasing abstract learning as children progress through each year group.

Pupils should be able to describe associated processes and key characteristics in common language, but they should also be familiar with, and use, geographical terminology accurately and precisely. They should build up an extended geographical vocabulary. They should also apply their mathematical and scientific knowledge to their understanding of Geography, including collecting, presenting and analysing data and drawing conclusions from data. As children progress through school, enquiry-led approaches that are child-centred can be completed because the children have been taught the skills prior to completing enquiry independently. Within working geographically, the children are taught four content areas:

- **Geographical knowledge of methods that geographers use to answer questions** – the use of models, classification, description, photograph taking, pattern spotting in establishing geographical knowledge.
- **Knowledge of apparatus and techniques** – pupils carry out procedures and protocols safely in class and outdoor environments, accurately measure and recording of data.
- **Knowledge of data analysis** – pupils learn how to process and present geographical data in a variety of ways to explore relationships and communicate results to others. Pupils learn different methods such as annotating photographs, using and drawing different types of tables and graphs and how to identify correlations.
- **Knowledge of how geographers use evidence to develop explanations** – pupils learn how evidence is used alongside substantive knowledge to draw tentative but valid conclusions. They consider the distinction between correlation and causation, knowing that explanation is distinct from data. Pupils learn how models, physical and human features and land use can stay the same, change or develop over time and reflect upon the importance of technology.

#### **Role of the Subject Leaders:**

To ensure that all members of the school community understand the vision of geography at Holy Trinity and to lead, challenge and support all achieving the vision by:

- Ensuring curriculum policies, guidelines and resources are well organised, reviewed, updated and easily accessible;
- Maintaining clarity of expectations in relation to each year group's allocated learning outcomes, planning, assessment and teaching and learning strategies, including vocabulary;
- Developing standards in teaching and learning by attending CPD and sharing best practice;
- Identifying and addressing strengths and areas for development through termly book scrutinies, learning walks and pupil voice;
- Informing, supporting and providing development opportunities;
- Monitoring and evaluating WOW trip experiences which have been used as a geography 'hook';
- Responsibility for reporting to the academy councillors, Headteacher and staff about the quality of teaching and the impact on standards

## Achieving the Geography Vision

### Teaching and Learning

- Our curriculum breaks down complex concepts and procedures into meaningful chunks of content. Geography models are taught across all key stages and develop in complexity as pupils progress through year groups to provide pupils with powerful geographical knowledge that is useful and transferable;
- Field work is planned to ensure that children learn elements of an enquiry process within lessons, which includes formulating questions, gathering data, analysing results and drawing conclusions. It is a process we use to teach pupils the skills required when observing and collecting data about people, cultures, and natural environments;
- Fieldwork in EYFS includes: photographing, drawing, counting, collecting and observing. In KS1 the previous skills will be used and may also include recording, videoing, comparing, commenting and collating. In KS2 the above may be evident, including tally charts, graphs, tables, maps, annotations, labelling, map work and digital technologies;
- Planned blocks of teaching are based on enquiry questions, which may then be subdivided into other questions, and consider the specific needs of cohorts, groups and individual children who are identified through ongoing monitoring on whole class feedback sheets; informing next steps;
- All children experience Geography teaching;
- Teachers follow year group outcomes which have been personalised to our school, using the National Curriculum as a framework and extending this to our own school priorities and ambitions;
- Dedicated Geography lessons are flexible to allow meaningful, experiential learning opportunities and the ability to develop and apply geographical skills in other areas of the curriculum;
- Creative frames are used to teach some Geographical models, designed to be used in our personalised curriculum;
- Teaching in KS1 children should include using world maps, atlases and globes and teaching should cover simple fieldwork and observational skills to study the geography of school and its surrounding area (park, church, beach). In KS2, children should use world maps, topographical maps, Ordnance Survey maps, digital mapping (e.g. Google Earth), atlases and globes and teaching should cover fieldwork skills, including digital mapping, to create a sketch map of the local area showing human and physical features.

### **Within a planned Geography lesson:**

- Previous knowledge, understanding and skills are revisited to ensure a smooth transition into the new understanding;
- Challenge, independence, experiential learning and relating Geography to the wider world are what drives planned sessions;
- Children playing an active part in their learning, working independently, in pairs or groups and engaging in constant dialogue with others;
- Practical and outdoor learning opportunities are taken where possible;
- A combination of teaching styles is adopted to suit the needs of all learners, with high expectations for all;
- Key vocabulary, learning outcomes, success criteria and targets are shared with the children at the outset;
- Differentiation is evident, effective and support is precisely targeted;
- Incidental or planned intervention groups, with staff or the use of technology, are in place to support children's specific needs;
- Teachers and teaching assistants (where available) work with specific focus groups, and actively intervene and support with the learning of particular children by using effective questioning to challenge or extend children's thought processes.

## Planning and Assessment

- Planned next steps in teaching and learning are identified from information gathered in the previous half term and this in turn informs the planning for the coming half term;
- A planned long term block of teaching shows sequential coverage across year groups (these can be negotiated with the subject coordinator dependent on resource requirements and whether it would be a logical learning sequence or not) and ongoing learning;
- A planned medium term block of teaching includes the following key information:  
Ongoing learning; estimated time scales; new learning; knowledge and skill objectives; core knowledge outcomes.
- A planned short term block of teaching includes the following key information:  
Ongoing objectives and new objectives (linked to substantive and disciplinary knowledge); teaching; vocabulary; pre learning activity; talk activities; independent activities; differentiation; success criteria/outcomes; resources; evaluation of learning
- In the Foundation Stage teachers follow a curriculum that is planned in line with the new statutory framework for the early years foundation stage (2021) and Development Matters (2021) and aim for children to achieve the ELGs.
- Across EYFS, KS1 and KS2, WOW activities and hooks are used at selected points within topics to improve geographical capital, provide real life experiences, increase engagement and curiosity as well as reducing the abstractness related to particular topics and vocabulary. Some year groups, when appropriate, work collaboratively to enhance their learning experiences. Hooks could include interviews, videos, images, a display of geographical phenomena, trips and key speakers.

## **Assessment**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. The curriculum design assessment tool is used after teachers have completed a unit of work. This assesses the curriculum design and pedagogy of our curriculum. Teachers reflect on:

- **Next steps** – How does assessment and feedback shape your teaching?
- **Peer assessment** – Are there formal opportunities for peer assessment?
- **Self reflection** – Are there formal opportunities for self reflection?
- **Engagement** – Does the topic create engagement and positive learner attitude?
- **Feedback** – Does feedback consolidate and extend learner knowledge and understanding?
- **Communication** – Are there opportunities for talk and development of subject specific vocabulary?
- **Enjoyment** – Have the children enjoyed their learning during this topic?

Teacher assessment is achieved through:

- Discussion with pupils and their ability to answer closed and open-ended questions;
- Observation of pupils engaged in an activity;
- Marking ongoing written work using whole class feedback sheets, speech bubbles to discuss an aspect of a child's work and Qs to consolidate or extend learning;
- Dialogue with members of support staff;
- Pre and post assessment activities.
- Evaluations from planning documents;
- End of block assess and review lessons.

### **Tracking Progress**

Pupil progress is monitored using teacher assessment against the four models: planning and design, cause and effect, change and location and place. This may be evident in pupils' written work, in whole class feedback sheets or through teacher observations within lessons. An end of year comment is written against national expectations and is shared with parents on end of year reports. The report also includes a child's following year's target.

### **Marking**

Teachers mark pupils' work following the school marking policy (whole class feedback sheets). Pupils are given appropriate time to respond to misconceptions and errors.

### **Resources**

- Geography resources are stored in a central location.
- Each class has their own globe to support the curriculum.
- Staff share the responsibility of ensuring that resources are well kept and replenished.
- Individual class teachers are responsible for requesting specific resources for individual topics before the start of each term.

### **Cross-Curricular Links**

Within Geography, other curriculum skills are present including Maths (such as data, tables and graphs), writing (such as basic grammar and punctuation is reinforced, spelling of geographical vocabulary, organising work using headings, explanation texts) and computing when using digital mapping or researching using the internet. Geography is also present in other curriculum lessons. For example, teachers may use maps to locate where specific class novels are set, genres such as posters, leaflets or information texts might be produced from this, reinforcing geographical vocabulary and concepts. Natural phenomena may be used as a stimulus for Art and Design or Design and Technology.

### **Academy Councillor**

There is a named academy councillor linked to Geography who plays a key role in monitoring and evaluating Geography across the whole school through discussions each term with the subject leader.

### **Last reviewed**

Miss Danielle Horsley

July 2021