



Trinity

Primary School

Church of England / Methodist Ages 3-11

'Let your light shine'

GEOGRAPHY POLICY

Approved | April 2020

Next Review Date | April 2024

'Letting our light shine as we live, love and learn together with Jesus'

INTRODUCTION

Places, People, Processes and Patterns

Pupils at Trinity School develop Geographical knowledge, understanding and skills during engaging lessons and through many opportunities to learn at first-hand how diverse places, people and physical processes are inextricably linked on our amazing planet. Geography encourages the children to think about their own place in the world and their responsibilities towards other people and the environment on a global, national, local and individual scale.

INTENT

Pupils at Trinity School will increase their 'cultural capital' through the teaching and learning of Geography by developing:

- Knowledge and understanding of the world about them – where places are in relation to others, and some of the processes which shape the natural environment.
- An understanding of how the natural environment influences patterns of human activity.
- An understanding of and participation in current environmental issues.
- An appreciation of and respect for people from other cultures and the natural environment.
- Specific Geographical skills, knowledge and understanding (as well as those shared with other curriculum areas) needed to collect, analyse and present information gathered through first hand experiences of the environment and to carry out geographical enquiries.
- An understanding of how the Earth's features are shaped, change over time and how this change impacts human activity.
- An ability to interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and recording.
- Thinking and evaluating skills across a range of subjects, in order to promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues.

IMPLEMENTATION

- The teaching and learning of Geography at Trinity School will be underpinned by the study of real places and people, with many opportunities to learn from first-hand experiences.
- We will begin to develop pupils' sense of 'place' and 'community' as described in the EYFS Curriculum area of 'Understanding the World' by providing opportunities for the children to develop their awareness of home, family, the school environment and different communities and celebrations around the world. We will capitalize on their natural curiosity by planning a wide variety of learning experiences, including small world resources, role play, visitors, visits and celebration days. Many of these activities will take place outside in the school grounds.
- Chris Quigley 'Essentials' resources will be used as a framework to deliver the teaching and learning of Geography in Key Stages One and Two, as stated in the National Curriculum. The programme of study will be adapted to suit our local context, capitalise on local resources and make learning relevant for our children. The scheme of work is designed so that pupils are increasingly challenged as they move through the school.
- The children will participate in engaging activities such as orienteering games, first hand observation of weather and seasonal change in the school grounds, as well as visits to local places of interest.

- The children will have plentiful opportunities to develop core skills in English, Science and Maths and to make meaningful links with other subject areas including History, Computing, Music, Art & Design and Design Technology.
- The children will make links between the natural landscape and human activity in a range of contexts, including a local area study and the rainforests of South America. They will understand how Skelmersdale has developed and changed over time by studying its' coal mining and agricultural heritage as well as the growth of the New Town, and can explain how human activity in the Amazon is changing the climate.
- Our children visit Skelmersdale Library to access non-fiction resources, presentations and artefacts. They will deepen their knowledge of features, landmarks and regions in the UK and the wider world using OS maps, atlases, globes and online resources such as Digimap. Visits to the River Tawd and the Yorkshire coast provide opportunities to identify river and coastal features and locate them on OS maps, as well as to observe erosion, transportation and deposition at first-hand.
- Key principles of Metacognition will be used to inform the planning and delivery of the Geography curriculum. This will include frequent revisiting of topics, skills and themes from different viewpoints, interleaving learning over time and across different curriculum subjects.
- Our pupils will be supported to become resilient learners.
- The drivers of Health and Wellbeing, Diversity and Aspiration underpin the Geographical learning experiences of children across all year groups. Our aim is for the children to embed and extend their understanding by regularly revisiting Geographical concepts and topics over a period of time, ensuring progression towards National Curriculum expectations for the end of each Key Stage.
- Assessment will be based on key skills and essential knowledge and understanding within the Geography NC programme of study. A portfolio of work from Y1 to Y6 will be built up to show examples of the range of work done and evidence of progression.

IMPACT

Geography will be fun and it will inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. It will increase their knowledge and understanding of the world and it will be used to promote excellence and enjoyment. It will be linked with other subjects and it will have a strong presence in the ethos of the school through art, displays, performances, music, drama and assemblies. We will make the world our classroom to enrich the lives of our pupils. The children will have opportunities to take part in national and worldwide initiatives, such as EcoSchools, so that their Geographical learning is grounded in the real world and they are enabled to develop their awareness of , contribute to and actively participate in environmental issues, including climate change and biodiversity.

This policy should read in conjunction with other key policies including, keeping children safe, school visits, citizenship, cultural diversity, race and equality, gender and SEND.