



Trinity and St. Michael's

Geography Policy

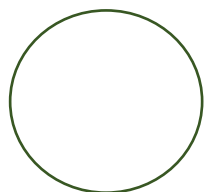
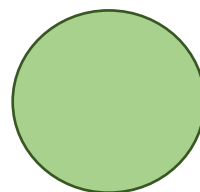
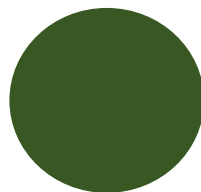
**"The earth is the Lord's, and everything in it, the world, and
all who live in it."**

Psalm 24: 1

Do everything in



1 Corinthians 16:13-14





Intent

At Trinity and St. Michael's, we deliver a high-quality geography education that inspires children's curiosity and fascination about the world and its people, allowing children to develop their own voices and nurture the confidence to become courageous advocates. We equip pupils with knowledge about diverse places, people, resources and natural and human processes equipping children with the ability to reach out and engage with the wider world. Children also gain a deep understanding of the Earth's key physical and human processes. Pupils learn about the interaction between physical and human processes and of the formation and use of landscapes and environments. By the end of key stage 2, our children become confident in the geographical skills needed to:

- Collect, analyse and communicate with a range of data gathered through experiences of fieldwork.
- 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.

Implementation

In Year R, Geography is delivered through 'Knowledge and Understanding of the World' early learning area. It is taught through a cross-curricular, topic based approach at various points throughout the year.

In Key Stage 1, we think of Geography as 'How people affect places and how places affect people'.

In Key Stage 2, we would like children to define Geography as, 'The study of places and the relationships between people and their environments. Geographers explore both the physical properties of Earth's surface and the human societies spread across it. They also examine how human culture interacts and impacts on our natural worlds.'

Geography raises questions about the natural and human worlds. It develops knowledge of places and environments throughout the globe. Geography allows pupils to encounter different societies and cultures, leading them to understand how nations relate to each other. Geography can encourage pupils to think about their own place in the world, their values, and their rights and responsibilities to other people and the environment. It develops key skills such as reading and understanding maps. A whole range of investigative and problem-solving skills can be applied both inside and outside the classroom. Importantly, Geography also provides focus within the curriculum for understanding and resolving issues concerning the environment and sustainable development.

Geography is delivered through well-planned lessons, engaging resources and active sessions. At Trinity and St. Michael's, we follow a two-year humanities cycle document. Geography is taught discretely through RE, Art and Class Worship and links are made with Science and Design and Technology.



Impact

Through the implementation of Geography at Trinity and St. Michael's, children will:

- be able to identify the geographical features of Croston, Lancashire, England and the wider world.
- Develop simple skills of enquiry – particularly through maps, images and photographs.
- Have become acquainted with a variety of maps.
- Acquired skills in observation - collecting, organising, recording and retrieving information as part of an enquiry.
- Be able to communicate their findings and ideas in a variety of modes e.g. writing at length, pictures, models, diagrams and maps.
- Be aware of the human impact on our environment and ideally, develop opinions and take action.

Sticky Knowledge

Each member of staff has access to 'sticky knowledge' mats for their year group. These highlight the key information that should be taught, and retained, for each year group.

In Year 3, for example, children should revise and remember the sticky knowledge from Year 1 and year 2 alongside new learning and new vocabulary.

Master copies of all sticky knowledge can be found in the Subject Lead folder for Geography.

Teaching and Learning

Geographical study and Trinity and St. Michael's involves:

1. Geographical enquiry (using knowledge, skills and understanding)

Geographical enquiry can be taught and developed through fieldwork and use of imagery and photographs.

Possible questions for fieldwork and imagery:

- What can you see? How does it make you feel?
- Who/what might live there? What is happening?
- What might it be? How do you know?
- What is the weather like? What grows there?
- Would you like to go there? Why? Why not?
- Why might...? How will?
- How could we find out more?
- What questions do the children have?



2. Communication of learning. E.g. mapping

At Trinity and St. Michael's, children will communicate their learning through mapping.

'...Our overall objectives are that we want our pupils to learn how to describe where they are and record information in their local environment, to be able to plan routes and journeys, to extend this ability for the locality to the rest of the UK and to make sense of the daily bombardment of media messages...mapwork is made more exciting nowadays through the use of aerial photos, satellite images, internet searches and an expanding range of interactive computer programmes...' Bridge (2004)

Examples include: digital mapping; emotional mapping; special places; journey sticks; activity mapping; sound mapping; sketching; texture mapping/modelling and even identifying fantasy novels from maps. Trinity and St. Michael's subscribes to digimap which is a fantastic tool for teaching mapping skills.

3. Relevancy/ currency

At Trinity and St. Michael's, we believe that Geography lessons should be relevant and current. Geographical events making new headlines should be addressed and discussed at an appropriate level.

4. Fieldwork

Fieldwork is an essential aspect of the Geography curriculum. Where possible, children are provided with opportunities to study topics outdoors. Planning for any educational visits follow the guidelines and risk assessments as specified within school and by the Local Authority.

Geography and Inclusion

We teach Geography to all children, whatever their ability and individual needs. Geography forms part of the school's curriculum policy to provide broad and balanced education to all children, Through our teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs and those with special gifts and talents, and we all reasonable steps to achieve this. For further details, see separate policies: Special Educational Needs; Inclusion.

When progress falls significantly outside the expected range or exceeds significantly beyond expected range, the child may have special educational needs. Our assessment process looks at a range of factors including classroom organization, teaching materials, teaching style and differentiation. Teacher will adapt styles and strategies, as and when required, to ensure that all children can access and benefit from Geography provision.



Monitoring, Evaluation and Review

The coordination and planning of the Geography curriculum are the responsibility of the subject leader. The subject leader attends local network meetings and courses run by Lancashire to keep up to date with resources and curriculum development. The subject leader supports colleagues with teaching and ensures that all relevant updates, information and resources are shared with staff.

The Geography subject leader will monitor the effectiveness of the Geography curriculum by:

- Reviewing the curriculum to ensure progression and coverage in line with updates from subject lead network meetings.
- Regularly monitoring written and practical work.
- Ensuring that Geography topics also feature within English books e.g. explanation texts on volcanoes. Links should also be made with Science e.g. rocks and water cycle. Links should also be made with mathematics e.g. population graphs and Art and Languages.
- Monitoring the school Twitter page for Geography updates.
- Delivering training and support.
- Identifying and ordering resources.

This policy will be reviewed every three years.