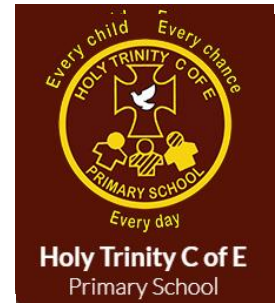


Geography Policy 2022.

Every Child, Every Chance, Every Day.



School Vision.

"You are precious and honoured in my sight," Isaiah 43:4

As a church school our vision and ethos is deeply Christian with this promise by Jesus of 'life in all its fullness' at its heart. Our vision embraces the spiritual, physical, intellectual, emotional, moral and social development of young people. Our ethos is underpinned by the modelling and promotion of eight core values. These are: Peace, Responsibility, Friendship, Consideration, Caring, Respect, Honesty and Forgiveness. We offer a vision of human flourishing for all, one that embraces excellence and academic rigor, but sets them in a wider framework.

Our Intent

Through a positive, inclusive environment, we aim to provide a wide range of opportunities within the geography curriculum to encourage inquisitiveness and stimulate an interest in the environment and current environmental issues. Our intent is to nurture and develop a curiosity for the world we live in, appreciating and respecting human and physical features and understanding the impact of these both locally and globally.

Aims and objectives.

Through the teaching of geography, we aim to develop an awareness and understanding of places and environments. Children will learn about their local area, the significance of location and compare areas across the world. They will learn how to use, draw and interpret maps of a variety of types and how to ask questions to gain a better understanding. They will develop research, analysis and problem-solving skills and gain an appreciation of life in other cultures. We aim for the children to make the links between their historical and geographical work as well as being able to recognise the importance of sustainable development for the future of humanity.

The national curriculum for geography and our school aims to ensure that all pupils:

- Develop a sense of place and understanding of the world
- Increase knowledge of other cultures
- Understand what it means to be a positive citizen
- Learn graphic skills (how to draw and interpret maps)
- Are encouraged to commit to a sustainable development of a global citizenship
- To appreciate the world we live in and all that it gives us
- Understand the problems the world is facing
- Develop skills of enquiry, investigation, analysis and evaluation.

From this we have developed 4 key concepts which underpin each learning journey:

- Geographical communication
- Investigating places
- Investigating patterns
- Investigating impact

Geography Lessons at Holy Trinity.

Each geography journey should look similar to the following:

- Start with a hook/ wow moment.
- A big question.
- Pre assessment related to big question.
- Little questions used as learning intentions.
- Quick quizzes used to check prior knowledge—questions checking knowledge from last week, last term, last year. Quick quizzes are used to help embed knowledge as well to check knowledge by going through answers.
- Key geographical vocabulary a focus in each lesson and used/defined by staff and children.
- A variety of quality sources/resources used for children to explore and evaluate.
- Opportunities for children to conduct geographical enquiry related to area being studied.
- Post assessment
- A chance for children to explore the three drivers

Assessment.

Assessments for geography are due half way through and at the end of the school year but teachers are encouraged to upload assessments at the end of each journey. These judgements should be used to inform planning and make amendments where needed. A statement regarding geography lessons should be made in the child's report at the end of each year. Each knowledge organiser details what must be covered in the units. TAFs have been created to aid assessment.

Resources.

A wide range of resources are available for each key stage. The subject leader will refresh and update the resources when needed. It is the responsibility of everybody to make sure that the resources are looked after and put away neatly when they are finished being used. The school is a member of Hamilton, which should be used appropriately for the planning and resourcing of lessons. Digimaps is also available for all teachers to use.

Monitoring and review.

The subject leader is responsible for the monitoring of the standard of children's work and for the quality of teaching in geography. The work of the subject leader also involves supporting colleagues in the teaching of geography, being informed about current developments in the subject, and providing a strategic lead and direction for geography in the school.

Pupil conferences, learning walks and planning checks will take place throughout the year where strengths and next steps will be clearly outlined with dates for review.

Dated: 8th April, 2022

Created by: Melissa Crumpton.

Date for review: 30th April, 2024