

Holy Trinity Catholic Academy
Boundary Road Newark NG24 4AU



GEOGRAPHY POLICY

Date of last review: May 2021

Date of next review: May 2023

Holy Trinity Catholic Voluntary Academy



Mission Statement

“In every child there is a space only God can fill”

St Thomas Aquinas

At our school we continually strive to develop the full potential of the school community in an environment permeated by the Catholic Faith and promoting Gospel values.

At the heart of our mission is the family, school and parish, each supporting and working in mutual co-operation for the benefit of the children.

We are seeking to enrich the lives entrusted to our care through a broad and balanced curriculum designed to meet the needs of each pupil.

The school provides opportunities for young children to develop spiritually, morally, intellectually, physically and emotionally, and share their qualities, abilities and ambitions thus fulfilling individual potential.

As a worshipping community we respect all people and create a loving, caring atmosphere which overflows into an ethos of warmth and welcome towards parents, parish and the local community

Holy Trinity Catholic Academy

Geography Policy

INTENT

At Holy Trinity our geography curriculum has been designed to fulfil the requirements of the EYFS and National Curriculum and provide our children with a broad, balanced and differentiated curriculum. We want our pupils to enjoy and love learning about geography through their experiences both in the classroom, in fieldwork and educational visits. Through high quality teaching of geography, it is our intention that pupils will develop a secure knowledge and understanding of where we live, our world and their role as global citizens. We want all our pupils to develop a curiosity about the diverse places and people in the world within both natural and human environments.

AIMS

Our geography policy aims to ensure that pupils:

- develop a life-long love and curiosity for the world and its people
- acquire a range of strategies to discover more about the world
- understand how to use a variety of skills to research facts on a geographical topic
- provide evidence to support findings and discoveries
- ask perceptive questions to gain knowledge and deepen understanding
- think logically and independently
- compare and contrast own life and surroundings with those around them

IMPLEMENTATION

To ensure high standards of teaching and learning in geography, we implement a curriculum that is progressive throughout the whole school. Geography is taught through topics, focusing on the knowledge and skills stated in the National Curriculum. We reference prior understanding taught in earlier year groups and make opportunities to revisit this knowledge where possible. This ensures a recall of facts while going forward in the teaching sequence by linking knowledge across year groups.

The geography curriculum at Holy Trinity is based upon the 2014 Primary National Curriculum in England, which provides a broad framework and outlines the specific knowledge and skills that should be taught in each Key Stage.

Our geography teaching focuses on enabling children to think as geographers. Geography provides excellent opportunities to enhance the learning of more able pupils through investigations, analysing sources and writing extending pieces. At Holy Trinity we provide a variety of opportunities for geography inside and outside the classroom. We use the school grounds, local area and plan educational visits linked to topics in order to enrich the children's learning.

TEACHING AND LEARNING STYLE

We carry out curriculum planning in geography in three phases (long-term, medium-term and short-term). The long-term plan maps the geography topics studied during each key stage. Medium term plans are mapped out by class teachers and identify the key knowledge, skills and vocabulary that will be covered in that topic. The short-term plans list the specific learning objectives and expected outcomes for each lesson.

At our school, we teach geography to all children, whatever their ability and individual needs. This accords with the school's curriculum policy of providing a broad and balanced education to all children. Through our geography teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of all pupils and we take all reasonable steps to achieve this.

IMPACT

Children will demonstrate their ability in geography in a variety of different ways, showing the development of knowledge and skills across year groups.

Throughout a unit of work, both pupils and teachers assess progress using the table on the front cover of that unit of work. This is an ongoing assessment tool for the course of the school year. Kahoot quizzes are used to give a pre and post assessment, and these are regularly revisited throughout the year to reinforce pupils' retention.

Additionally, key knowledge from KSI, LKS2 and UKS2 is revisited through termly quizzes as children move up the school in order to develop retention.

MONITORING AND REVIEW

The subject leader's responsibilities are:

- To ensure a high profile of the subject
- To ensure a full range of relevant and effective resources are available to enhance and support learning.
- To ensure progression of the key knowledge and skills identified within each unit and that these are integral to the programme of study and secure at the end of each phase.
- To monitor books and engage in pupil voice meetings to ensure that key knowledge is evidenced in outcomes, alongside and as supported, by SLT
- To monitor planning and oversee the teaching of geography
- To lead further improvement in and development of the subject as informed by effective subject overview

This policy will be reviewed every two years.

Mrs C Dikkez May 2021