



## Intent

At Holy Trinity, geography will help us to make sense of the world around us. It will help us to better understand the places we live in, learn about and visit, why they matter and how they are connected to a globalised world. Through geography, we will encounter different societies and cultures and learn to appreciate the incredible diversity of landscapes and peoples. We will face questions of what it means to live sustainably in an interdependent world and learn to value and care for the planet and all its inhabitants.

We see geography as an inter-connected network of skills and concepts which help pupils develop their geographical thinking, identify relationships and make connections with increasing fluency in different and more complex situations.

The geographical learning within themes is designed to enable pupils to build on and contextualise prior learning using a contemporary, meaningful framework.

Geography is planned for in such a way that each pupil will

- ✓ broaden and deepen their knowledge of places
- ✓ increase their technical geographical vocabulary
- ✓ develop their understanding of a range of scales (local > national > global)
- ✓ move from more concrete concepts e.g. beach to more abstract ones e.g. renewable energy
- ✓ see connections between people, places, processes and environments
- ✓ develop skills in a progressive, incremental way
- ✓ use these skills appropriately and, eventually, with independence

For example, why is 'Picture our Planet' positioned within Lower Key Stage Two? In simple terms, it enables pupils to build on prior learning about the UK from Key Stage One, helps pupils make geographical connections by looking at similarities and differences between the three contrasting places, focuses on more advanced vocabulary and provides the opportunity to build on skills learnt previously and extend them further e.g. mapping, aerial view, perspective.

## Coverage

How do you know the National Curriculum is covered?

**Geography National Curriculum Coverage Maps** matrix maps the objectives of the National Curriculum and cross-references them to the Learning Means the World Curriculum. Any identified gaps are taught through National Curriculum specific geography units.



## Progression

How do you plan for progression in Geography?

As Geography is taught through thematic units, both through Skills Development Tasks and through projects which then apply those skills, the key skills for each subject have been mapped across each thematic unit to show coverage. See **Geography Skills Maps** and **Geography Skills Progression Maps**.

The **Skills Ladder** acts as an incremental model for skills acquisition and provides a benchmark for each year group, with teachers using the skills statements as a model for progression throughout the school. Growing in complexity and demand across Key Stages 1 and 2, pupils' learning when linked to the Skills Ladder enables them to make good progress in their learning.

The **Knowledge Building Pillars** form a robust model of progression for knowledge and understanding, helping pupils to assimilate, synthesise and apply their learning within different geographical contexts. This also means that concepts are cumulatively built upon.

For example, the Processes and Changes pillar would show pupils learning about deforestation in Madagascar in Year Two, identifying and using sources of evidence that show the changing landscape of Africa. In Key Stage Two, pupils progress to learning about cause and effect of air and water pollution in different parts of the world in the Global Warning unit.

## Scale

**Local Geography** There are opportunities for pupils to learn about local geography at different levels, specifically in 'Unity in the Community' in Key Stage One, 'Out and About' in Lower Key Stage Two, and 'Time Team' and 'In Your Element' in Upper Key Stage Two, where the learning builds across the phases.

**National Geography** National geography is covered through looking at the UK in 'Never Eat Shredded Wheat' and comparing the UK to other countries through the 'Come Fly With Me' units.

**International Geography** As an internationally minded curriculum, 'Learning Means the World' provides many opportunities to study places on a worldwide scale, such as Brazil, Fiji, America and Africa.



### How is Geography taught?

Geography is taught through a combination of subject knowledge, geographical skills, enquiry and fieldwork. Learning takes place both inside and outside the classroom.

### Where do we learn about in Geography?

We learn about the following locations:

- ✓ **Asia**  
China, India
- ✓ **Africa**  
Madagascar, Egypt, Benin
- ✓ **South America**  
Brazil, Peru
- ✓ **North and Central America**  
Canada, Mexico, USA, Central America
- ✓ **Europe**  
Scotland, Greece, Rome (Roman Empire)
- ✓ **Australasia**  
Fiji
- ✓ **Arctic Circle**
- ✓ **Local Geography**  
Ripon

### What do we learn about in Geography?

We learn about:

- ✓ Landscapes
- ✓ Human and physical features
- ✓ Landmarks
- ✓ Physical systems and processes
- ✓ Environments
- ✓ Settlements
- ✓ Trade
- ✓ Biomes
- ✓ Climate
- ✓ Land use
- ✓ Environmental issues
- ✓ Sustainability



### Where will you see evidence of Geography at The Federation of Holy Trinity Church of England Schools?

- ✓ Pupils' Learning Means The World books
- ✓ Class displays
- ✓ Pupil voice
- ✓ Assessment
- ✓ Subject Leader folders

### How do we assess and monitor Geography?

We use a variety of methods to assess and monitor geography at Holy Trinity. Teachers may use Kahoot Quizzes, for the purposes of diagnostic assessment, as well as checking recall in the classroom. They will also use questioning to help the pupils recall prior learning. We use a tracking tool to ensure that the pupils are making progress in geography and this is monitored by the Geography Lead who carries out monitoring tasks to ensure that the curriculum is being delivered and that there is evidence of the learning in pupils' books.

Through close monitoring, we know the effectiveness of teaching has a positive impact on learning and standards. The Subject Leader has an evidence file recording monitoring activities, which can include interviews, observations and work scrutiny. The Subject Leader evaluates all aspects of geographical learning to define next steps for improvement from their action plan.

### How we support SEN

All pupils at the Federation of Holy Trinity Church of England Primary Schools receive high quality teaching. This means that a range of teaching styles and approaches are used and that appropriate learning objectives are set for all learners with a curriculum matched to their needs. Teachers set high expectations for all pupils. They use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- ✓ More able pupils
- ✓ Pupils with low prior attainment
- ✓ Pupils from disadvantaged backgrounds
- ✓ Pupils with SEN
- ✓ Pupils with English as an additional language (EAL)

Teachers plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.



## Impact

**PUPIL VOICE** - through discussion and feedback, pupils talk enthusiastically about their geography lessons, and share key learning.

**EVIDENCE IN KNOWLEDGE** - pupils progressively build their knowledge each year to form a solid understanding of the six knowledge strands: Processes and Changes, Human Geography, Physical Geography, Geographical Vocabulary, Locations and Environments and Similarities and Differences.

**EVIDENCE IN SKILLS** - pupils use correct, subject specific vocabulary in geography lessons. They can see common themes and use and apply skills taught in the current and previous units.

**BREADTH AND DEPTH** - teachers plan a range of opportunities to use geography inside and outside school as part of the thematic approach.