



TRIMLEY ST. MARTIN

Geography Policy



Trimley St Martin Primary School
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Geography Policy



At Trimley St Martin

We have the power to be passionate about every child achieving geography mastery. A mathematical concept or skill has been mastered when, through exploration, clarification, practice and application over time, a person can represent it in multiple ways.

We have the power to enable all of our children to have the geographical language, knowledge and skills to be able to communicate their geographical knowledge about the world.

We have the power to offer all of our children the opportunity to use a wide variety of resources, equipment and visual images. We move between human and physical, weaving geographical knowledge and map skills into every lesson. Children love talking about geographical aspects of The World and love to embrace challenge. Our informed curriculum ensures skills and progression throughout the school.

Curriculum intent for Geography:

At Trimley St Martin The National Curriculum is used to underpin our geography planning and teaching.

Our geography teaching and planning (shown in our progression document) allows all pupils to study a range of geographical topics.

We believe that geography should be taught in a very thorough and progressive approach within every classroom, enabling every child to gain geographical knowledge and develop a clearer understanding of the world around them.



National Curriculum

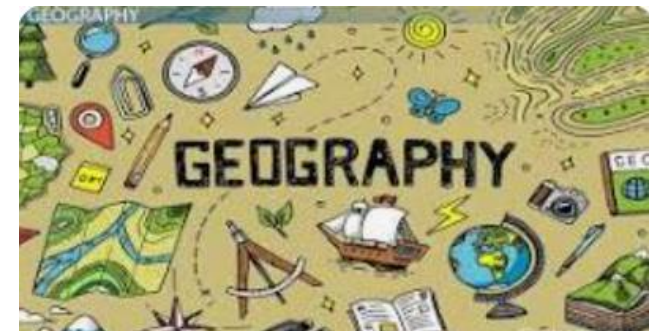
The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - 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

‘Children should have the opportunity to gain knowledge about diverse places, people, natural resources, natural and human environments, and an understanding of the Earth's key physical and human processes.’

Support will be given to those with special educational needs and/or disabilities (SEND) so that **all** children can access the full Geography Curriculum.

We will assess the needs of each pupil and support through group or individual work, to secure the knowledge they need to continue to access the Geography content.



Implementation

- At the heart of our implementation of Geography lies the National Curriculum and the Rising Stars Geography Curriculum.
- Teachers use the progression document as a basis for their planning. The Rising stars geography is planned to ensure the breadth and balance of knowledge and process knowledge (skills) are covered over time.
- Knowledge organisers are used for teachers and pupils to understand which key knowledge should be learnt for each particular unit of work.



Impact

- Pupils at Trimley St Martin will have a solid understanding of location, place and human & physical geography. This is underpinned by skills and fieldwork in the local area and beyond.
- Trimley St Martin students will be equipped with the skills needed to help them understand the world around them. They will learn how to take care of our special world and know how to protect the environment.
- The children will develop a clear understanding of their environment and the careful balance it requires in order to protect it for the future, thus giving them direction and resilience in life.
- Teaching will be highly modelled and then allow children to develop knowledge through questioning, research and debating for themselves.

Mastery in geography lessons

Those working towards expectations will work on the same tasks but may need greater support from using frameworks to complete the tasks. Pupils working above expectations are expected to undertake activities with greater independence and be provided with some opportunities to make choices on how they learn and communicate their knowledge.

We follow a mastery approach to geography and we work hard to ensure geography lessons are challenging and informative in order to capture children's interest and bring geography alive, making it real and in context. Teaching sequences follow a progression of skills.



Impact

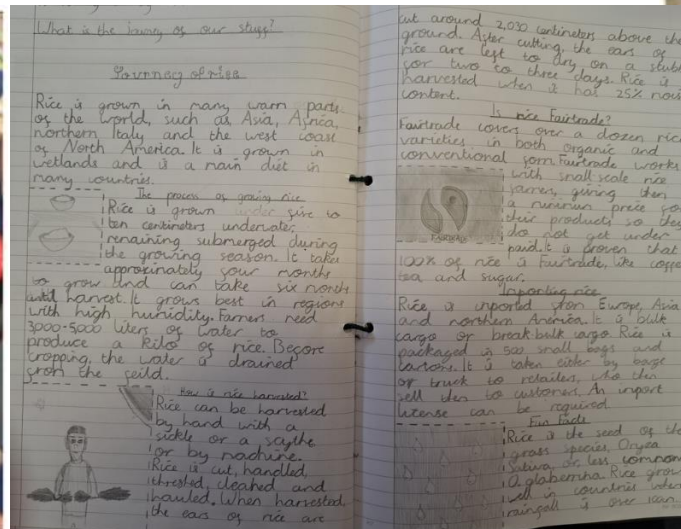
power to be



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Impact

Cross-curricular links - History

There are many cross-curricular links with geography. Our history scheme of work (also Rising Stars) offers many cross-curricular opportunities, using maps and atlases to further develop the children's geographical understanding.



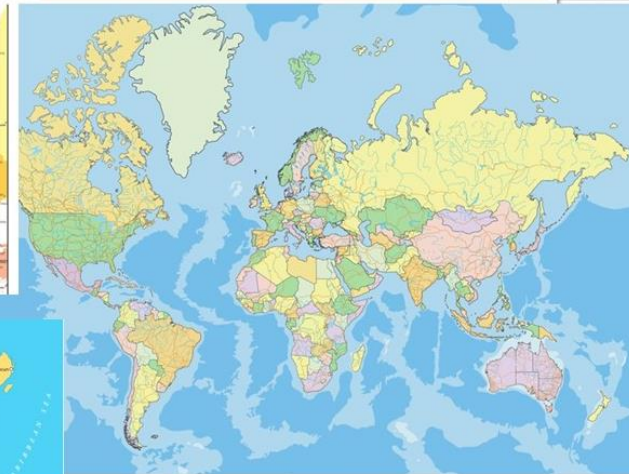
Where is Sutton Hoo?



Where did the Anglo-Saxons come from when they came to settle?



Where was the Maya Civilisation?



How did the Vikings come to arrive at, and raid, Lindisfarne?



Cross-curricular – History
Year 5

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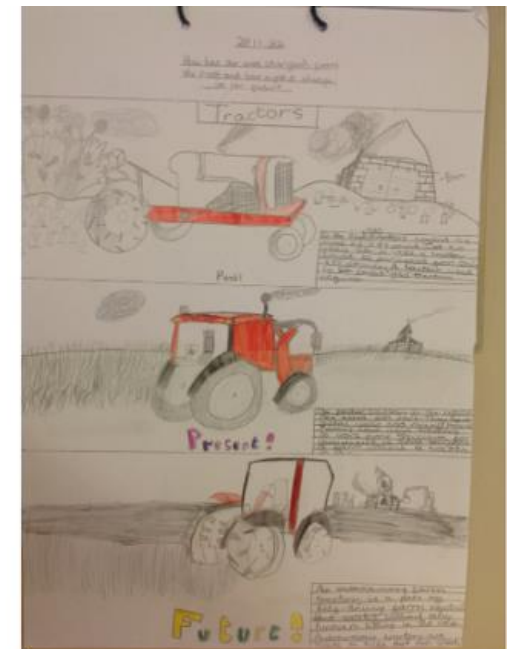
Cross-curricular links - English



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Cross-curricular links - Art



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Cross-curricular links - ICT

Location of the Alps

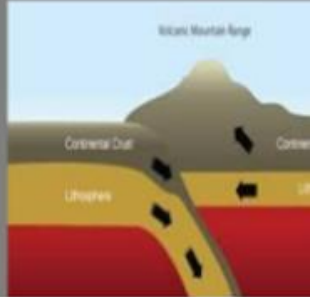
The Alps are in the northern end of Europe. It is more to the east than to the west. Different airports can use to get to Alps are Munich, Frankfurt, Geneva, Venice, Milan Malpensa.



www.bbc.co.uk/1/health/science/2014/04/140421_alps_formation.shtml


Mountain formation

Mountains are formed fold mountains are made when the tectonic plates fold together they will end up making fold mountains over time.




Alps

Over 120 million tourists visit the Alps every year.



Transport to the Alps How to get there?

- Train
- Bus
- Car
- Plane
- Boat



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Cross-curricular links – Visitors to the school



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Cross-curricular links – Trips in the local community



How can we use the Learning Gems in Geography?



Reflective



Look back on, correct and edit own and other people's work and information they have researched.



Co-operation



Work with others to investigate and research with others.



Independence



Develop independence in researching information to themselves.



Concentration



Focus and concentrate on longer research and topics.



Adventurous



Explore the use of adventurous methods for research and ways of presenting it.



Perseverance



Work over time on a piece of research and topic covered.



Creativity



Be creative in the ways they present their information to others.

Coverage of geography at TSM

Year 1 learning in geography

Geography: Our Local Area What's it like where we live?	Geography: People and their Communities Where in the world do these people live?	Geography: Animals and their Habitats Where do our favourite animals live?
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Year 2 learning in geography

Geography: Seasons What are seasons?	Geography: Journeys – Food Where does our food come from?	Geography: Our Wonderful World What are the seven wonders of our world?
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Year 3 learning in geography

Geography: Climate and Weather Why is climate important?	Geography: Our World Where on Earth are we?	Geography: Coasts Do we like to be beside the seaside?
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Year 4 learning in geography

Geography: The Americas Can you come on a Great American Road Trip?	Geography: Rivers and the Water Cycle How does the water go round and round?	Geography: Earthquakes and Volcanoes How does the Earth shake, rattle and roll?
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Year 5 learning in geography

Geography: Changes in our Local Environment How is our country changing?	Geography: Europe – A Study of the Alpine Region Where should we go on holiday?	Geography: Journeys – Clothes Where does all our stuff come from?
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Year 6 learning in geography

Geography: South Africa What is life like in the South Africa?	Geography: Global Warming and Climate Change Are we damaging our world?	Geography: Our World in the Future How will our world look in the future?
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