



Holy Trinity Church of England (Aided) Primary School

Curriculum Rationale

Geography

The Best for Every Child - a Unique Child of God

See how much the Father has loved us! His love is so great that we are called God's children — and so, in fact, we are
(1 John 3:1)

Intent

At Cookridge Holy Trinity Primary School, as an inclusive school, we aim to give all children a high quality geography education which inspires a curiosity and fascination about the world around them. “Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes.” (*National Curriculum in England, Geography programme of study, 2014*) Holy Trinity aims to embed the statutory skills and knowledge stated in the National Curriculum (2014) objectives whilst promoting cross curricular lessons and enquiry based learning led by the pupils.

Cookridge Holy Trinity aims for the pupils to feel inspired, engaged and immersed in their learning. We strive to encourage children to feel passionate about geography and have a thirst for knowledge of investigating the local area and the world. Knowledgeable and enthusiastic teachers encourage pupils to aspire to become future explorers, marine biologists, weather forecasters, geologists, wildlife experts and eco activists. It is imperative that pupils understand that geography is not all about looking in at atlas; it is about learning about our world and the people in it. Holy Trinity aims to embed the statutory skills and knowledge stated in the National Curriculum (2014) objectives whilst promoting cross curricular lessons and enquiry based learning led by the pupils. It is essential to have continuity and progression throughout the geography curriculum so that it provides structure, purpose and meaning.

At Cookridge Holy Trinity, we intend for our Geography curriculum to inspire in pupils a genuine curiosity and fascination about the local area of Cookridge and Leeds, the UK and the wider world and its people, that will remain with them for the rest of their lives. Our well-researched teaching and sequential lessons will equip pupils to feel confident in their knowledge about diverse places, people, resources and natural and human environments, and develop a secure understanding of the Earth’s key physical and human processes, and the interaction between them over time. Our pupils will be competent in communicating the geographical skills they have developed to collect and analyse data gathered through experiences in the classroom and through fieldwork. They will communicate their understanding of geographical processes they have observed. Because of our carefully-sequenced, progressive curriculum and opportunities for individual and collaborative investigation, our children will be able to confidently interpret and communicate geographical information, including maps, diagrams, and writing at length.

As a result of our Geography curriculum we want our children to:

- Develop deep locational and place knowledge about the world, the United Kingdom and their locality.
- Understand subject-specific vocabulary relating to human and physical geography.
- Use geographical skills, including first-hand observation, to enhance their locational awareness.
- Understand geographical similarities and differences through studying the human and physical geography across the continents.

- Develop a deep understanding of the impact that leadership can have to improve the world and to promote children's aspirations to have a positive impact locally and more widely.
- Become well-informed Courageous Advocates, making reasoned judgments about environmental issues such as pollution, climate change and deforestation, enabling them to suggest ways to campaign constructively, combat prejudice and social injustice. This is constantly promoted by our school Eco Warrior team.
- Understand what has shaped their local environment and positively engage with it for the benefit of the whole community.
- Have an understanding and respect for other people's faiths and beliefs and the difference it makes to their lives, deepening their understanding of the world and their own experience within it.
- Leave school as well rounded individuals with a respect and appreciation for their own heritage, religion, beliefs, morals as well as those of others.

Implementation

Our implementation ensures full coverage of the Geography National Curriculum Programme of Study. Our curriculum intent drives the rationale for our approach, resource choices and selection of content. Our curriculum is carefully planned and structured for depth and clear progression of skills, knowledge and concepts. We build in opportunities for children to return to aspects of learning in order to build on prior knowledge and deepen their understanding. Geography lessons are taught using well-sequenced Long Term Planning, Skills and Progression Maps, Progression Vocabulary Grids, Summative Assessment using Depth of Learning and continual Formal Teacher Assessment. Enrichment activities such as WOW moments, trips and visitors are also planned for to ensure high levels of engagement and enjoyment within our geography provision. Through carefully planned learning activities, sequential lessons and a differentiated teaching input, all children are challenged, with teachers having high expectations of every pupil. Ambitious vocabulary is also determined and children are introduced to higher level words throughout the topic, where children revisit these words and their definitions.

Children will have a strong knowledge and understanding about:

- **Locational Knowledge:** Children will dive in to the locational aspects of the place of study including naming, locating and identifying places, seas and continents.
- **Skills and Fieldwork:** Children will develop their understanding of the impact of fieldwork as well as improving their geographical skills including the use of compass directions, directional language and various maps (including inflatable globes and atlases).
- **Human Geography:** Children will develop their understanding of the Human features of a specific place of study.
- **Physical Geography:** Children will develop their understanding of the Physical features of a specific place of study.
- **Place Knowledge:** Children will use their knowledge of human and physical geography to compare and contrast places they have studied to their local area. Children will revisit previous learning to compare to new knowledge gained.

Reception/Year One

The curriculum in Reception is built upon the EYFS statutory framework (2021) and Development Matters (2021) but has been specifically designed and enhanced to inspire and challenge pupils at Holy Trinity through our Curriculum Goals. Our Curriculum Goals allow the children in Reception to have the best possible start to school, building secure foundations ready for the National Curriculum and to become life-long learners. The seven areas of learning are embedded through high-quality teaching and interactions, purposeful experiences and enabling environments. The Curriculum Goals which specifically reference Geography in Reception are 'To become an Explorer' and 'To become a Citizen'. Throughout Reception the children explore similarities and differences between life in this country and life in other countries. They do this through making observation of different environments using personal links, texts and images. They make observations of animals and plants and explain why some things occur, and talk about changes. Reception also learn about how to become more

environmentally friendly in the, “On the Farm” topic. They learn about a variety of animals and their life cycles which is then built upon in Year 1. Further enhanced by a trip to a real farm, children are immersed into farm life and develop a love for the outdoors. They develop a simple geographical understanding of the world through exposure to maps including world maps. Children observe and experience their immediate environment/community and learn what makes Yorkshire special. Through family links and texts, the children begin to gain an understanding of the different countries around the world and the similarities and differences between climates and cultures. Reception contrast the farm environment to a marine environment in their “Under the Sea” topic. Their learning is further embedded by developing their story telling via an Alive and Kicking drama workshop, “Diving to the bottom, of the bottom, of the sea.” The topic builds upon children’s knowledge of animals, exploring similarities and differences of land and water animals and their environments. The importance of looking after the environment is embedded throughout Reception.

This is then extended further in Year 1 where they ask and answer geographical questions when investigating animals and use atlases to identify where animals live in the topic, “All Creatures Great and Small.” Their knowledge is further developed when the children study the seaside. They identify the key features of a location in order to say whether it is a city, town, village or coastal and link to the engaging story, “Flotsam” in their English lessons. Furthermore, they read and follow compass directions (North, South, East and West) and make their own pirate compass. Year 1 become confident in using locational language (e.g. near and far) to describe the location of physical features and routes on a UK map in their “UK” topic, where they draw a simple map of London. The children ask and answer geographical questions and use atlases to find the 4 countries of the UK and discuss the nationalities of the inhabitants. Moreover, they also identify continents and oceans with a focus on America and Kansas in their “Wizard of Oz” topic. To add to their general knowledge of the world, Year 1 take part in their 'He's scone!' project, where postcards are sent from a rogue, runaway scone (via the parents) from countries all over the world. In this topic they also study their locality utilising artwork and mapping to learn of the physical and human features of Leeds. Year 1 also conduct simple fieldwork when learning about seasonal changes and growing plants in science, where they observe which plants grow in the school grounds and discuss why this could be.

Year Two

Continuing to build on children’s exposure to reading atlases and using compass skills from Year 1, Year 2’s topic, “Beatrix Potter,” introduces children to the famous author’s home- the Lake District. The topic, which focuses on Beatrix Potter’s much loved tale, “Peter Rabbit,” enables children to develop a wide ranging geography skills, teaching children coordinate skills using simple grid references and encouraging geographical vocabulary. It covers a variety of geography based objectives in detail, including seasonal weather of the UK and comparisons to local geography through a local study of Cookridge. Furthermore, their geography skills are further embedded in their topic, “India,” where the pupils learn about the human and physical features of India while consolidating knowledge about weather and the world’s continents.

Year Three/Year Four

Year 3 study an “Adventures and Explorers” topic which extends map reading skills from Year 2. This geography and literacy based topic immerses children in the world of adventures and explorers. The children study the book, ‘James and the Giant Peach’ which develops geography skills by mapping out James’ journey across the Atlantic. They use 4 figure grid references and a variety of types of maps such as climate and topological maps. They also identify the cities and populations in the seven continents creatively, using watercolour paint. Additionally, the children explore their own local environment and study the local area and historical changes that have happened within Cookridge, Leeds and the North of England. This leads into the study of Lowry, painting scenes of life in the industrial districts of North England using different mediums such as sketching pencils and water colours. Linking to their topic of Ancient Greece, they study the human and physical geography of a Greek region, comparing it to how it was and looking into the similarities and differences to the UK.

Continuing to build on pupils’ previous learning, Year 4 learn about life in modern Italy. Similarly, they learn about the geographical location of Italy and its cities, comparing the city of Rome to Leeds. To further extend their learning they compare the climate and rainfall of Leeds and Rome, collecting and presenting the results in a bar graph. They then deepen their skills further by looking at the topological features of Italy and create a salt dough map. They develop their knowledge about Italian culture and tourism which closely links to their English work, writing information texts, a biography, a travel brochure and instructions for making their own pizza. Furthermore, they learn about the

geographical location of Ancient Rome, the land which they conquered and compare this to modern day maps. The children consolidate geographical knowledge by identifying the physical features in Egypt as part of their “Egypt” topic, and use materials to create messy maps. Year 4 also study the importance of the river Nile as a geographical feature of Egypt, particularly considering its value for both travel and tourism. Building on from Year 3, Year 4 use a variety resources such as maps, atlases and inflatable globes to gain a deeper understanding of map reading skills. They answer RIC style questioning on infographics linked to their topics of Italy and Egypt.

Year Five/ Year Six

Building on the geographical knowledge in Year 4, Year 5 study the topic, “America.” The children further their map skills by comparing the physical and human features of New York and the local area of Leeds. This is achieved through the use of a variety of different types of maps, using an inflatable globe and an investigation comparing the temperature and rainfall in both locations, where the children use their maths skills to present data on a graph. The children develop their computing skills when they become immersed into New York using the VR headsets and use iPads and computers to research the location of American states and their landmarks, as well as produce and present an informational PowerPoint about their chosen American state. The children researched the major industries in each state and how the physical environment supported their economy. To further the children’s locational knowledge of the continents of the Americas, the children learn about the early Mayan civilization and the location of the ancient Mayan cities. The children conduct a geographical enquiry into whether the geographical locality of their cities had a significant impact into the collapse of the Mayan civilisation. Furthermore in the, “Vikings and Anglo- Saxons,” topic, the children learn about the invasions of different tribes in the UK, such as the Vikings, Angles and Jutes and locate their journeys using an atlas. The children research Anglo-Saxon and Viking settlement locations and become tour guides of Britain’s Anglo-Saxon sites. The children analyse a variety of maps of Holy Island and observe how it has changed over time to modern day and analyse the changes of land use.

Moreover, the children embed geography skills previously taught in LKS2 such as compass skills and gain an understanding of longitude and latitude using atlases to find coordinates of countries around the world. They learn about the poles, tropics and hemispheres of the earth and research, using computers, the varied time zones across the globe in their “Earth and Space,” topic. “Earth and Space” focusses on the theory and scientific understanding of the universe, planets, years and days, sun and shadows. The children conduct a variety of investigations throughout the topic, such as an enquiry into the impact of meteorites hitting the earth and investigating the shadow movement throughout the day using sun dials; where they collect, record and present the data. Additionally, Year 5 visit Robin Wood where the children participate in outdoor activities such as canoeing. They develop their compass skills whilst competing against each other in puzzles as well as learning about geology and mountains during caving.

These skills are further developed in Year 6’s topic of “Mountains,” which focuses on human and physical characteristics of different countries and cities, including hills, mountains and rivers. It looks closely at the similarities and differences between countries, describing and understanding key aspects of physical geography, including mountains, volcanoes and earthquakes. Focusing on the world’s highest mountains, the children research Mount Everest and the history behind summiting the world’s tallest peak. They master a variety of art techniques, painting a watercolour scene, creating a mountain collage and line drawings – building and consolidating art work produce in previous years. The children research ski-resorts, creating brochures for them and using sketch up to create their own. Linking in with the children’s development of a foreign language, they apply their skills to talking about the Alps and their ski resorts in French.

In the summer term, the children go on a residential to Peat Rigg, an outdoor learning experience – encouraging challenge, perseverance and independence. Their work is closely related to this experience and the children start to think about life beyond Cookridge Holy Trinity. A local geography study into Cookridge, builds on the local project in LKS2 and particularly looks into how Cookridge has changed over time. They participate in a field study of Cookridge using digimaps technology and use OS symbols to plan their route to their chosen high school.

Whole School Geography

Cookridge Holy Trinity provides children with a variety of memorable, experiential opportunities to consolidate knowledge, learn new skills and gain joy and wonder in geography. This is further achieved by providing inclusive

educational whole school opportunities such as the Teddy Bear Trail which develops map reading skills and encourages parental involvement. The trail is located in the school grounds where children and their parents/carers must find trinity bears using a coordinates map. Parents are involved in the “Teddy Bear Passport” challenge, which is a competition promoted to encourage learning about the geographical features and culture of places in the world. Children complete a teddy bear passport over the summer holidays, along with a photograph of their travelling teddy with answers to questions about the food and drink they have tried, language they have spoken, landmarks they have visited and a map of the place they have visited. Geographical resources such as atlases, inflatable globes and access to Digimaps software is also readily available to children across the school to further enhance their learning in geography. Additionally, school trips linked to fieldwork and enquiry based learning such as visits to Pete Rigg, Robin Wood and Harlow Park are also vital in nourishing our rich, creative curriculum.

Becoming an Eco School

At Cookridge Holy Trinity Primary, we encourage all children to develop an awareness of environmental topics in the classroom that can impact our world. We provide children with an opportunity to take leadership of environmental issues in our school and local community. The Eco Schools programme allows schools to embark on a path towards improving both the environment in both school and the local community while at the same time having a positive impact on the lives of pupils, their families and school staff.

The Green Flag Award

To achieve the Green Flag award, it is essential for our pupils and Geography Coordinator (Miss Hickey) to complete the Eco School seven steps framework. The Eco Schools seven steps is a series of measures to help schools maximise the success of their Eco Schools ambitions. To become a successful Eco School, the first step is to elect an effective Eco Committee. The active involvement of staff and pupils is vital in the programme. At Cookridge Holy Trinity, we elected representatives from Years 1 – 6 who completed an ‘Eco Warrior’ application form that was returned to our Geography Coordinator.

The Eco Warriors frequently meet to discuss current issues around the 10 elements of the Eco School and how they are addressed in school. The 10 elements that our school are addressing are:

- Energy
- Water
- Waste
- Litter
- Global Perspectives
- Healthy Living
- School Grounds
- Biodiversity
- Transport
- Marine

We encourage our pupils to take active leadership in changes that they want to make in our school. We completed an environmental review to assess and evaluate our school’s sustainability. Our environmental review allows our pupils to generate an idea of what our school needs to become more sustainable and environmentally friendly. After completing our environmental review, our Eco Warriors created an action plan which is used to identify priority elements that need to be developed within our school. We used this action plan to generate 3 targets that can be tackled throughout the school year. To ensure that sustainability is truly integrated into our curriculum, it is imperative that environmental issues are taught throughout our History, Geography and Science lessons. Our Eco Warrior updates on our eco journey can be found on our eco display board in school and on the website!

The Eco Warriors have designed posters promoting recycling after they discussed the high use of plastic in society, pollution and the impact of landfill sites. They photocopied the posters and displayed them around school for all visitors, staff and children to see. Working alongside Holy Trinity’s gardening club, the Eco Warriors have been collecting the food waste from the playground at playtime to put into the compost with the hope that we will be able to grow our own produce and use in the school kitchen by our dinner staff. The Eco Warriors have conducted an energy inspection around school to identify wasteful energy. We discussed ways to improve this, such as switching off classroom lights, switching off computers and Promethean boards when not in use and making sure all doors are closed when the heating is on. The Eco Warriors raised money for an environmental charity at the school Christmas Fayre selling eco Christmas decorations. They posted the cheque and a letter telling Leeds Friends of the Earth all

about it! The children have also written to their inspirational Eco figure, Sir David Attenborough, to explain about all of their hard work and received an encouraging reply from Sir David. Most recently, the children have created a Wildlife Area and tried to encourage more animals there by making eco-friendly bird feeders out of recyclable materials. They have also planted trees around our school field and created a bug hotel to encourage mini-beasts to the Wildlife Area. The Eco Warrior's also raise awareness about restoring the earth on Earth Day each year. There is an annual whole school competition where the Eco Warrior's help select winners to further encourage children and staff to help look after the planet.

“Our aim is to look after our planet and keep all living things safe. We want to make a difference in promoting eco-friendly behaviours and protecting our wildlife.”



The Eco Warrior Team

Impact

As a result of a progressive, well-sequenced and purposeful geography curriculum, the children of Cookridge Holy Trinity CE Primary have a strong understanding of the locality of Cookridge and Leeds, towns and cities within the United Kingdom and through their topics and all continents of the world. Children are highly skilled within geographical fieldwork. Children have the knowledge, skills and concepts needed to be successful in future learning and employment. All children, particularly the most disadvantaged and those with special educational needs/disabilities gain the knowledge and cultural capital they need to succeed in life. Due to high levels of teacher subject knowledge, quality first teaching ensures children make excellent progress in learning and attainment is consistently high. Children remember in the long term the content they have been taught and can integrate new knowledge into larger concepts.

We monitor the impact of our curriculum through:

- Prior learning and post learning activities to assess the children's knowledge, historical skills and progress.
- Subject leader routinely monitoring the effectiveness of geography through pupil voice exercises, work scrutiny and teaching and learning observations.
- A progression map and vocabulary progression grid to inform and ensure a clarity of judgement against the Depth of Learning Essentials and NC objectives.
- Pupil Progress Meetings take place termly to ensure no child is left behind.
- Teachers assess pupils using the Depth of Learning Assessment to make judgements on children's progress and achievement. This is shared with parents on the children's summer report. The subject leader communicates with teachers about children who are not meeting the expected standard to help ensure that progress is made.

