

# ASHGATE CROFT SCHOOL

## GEOGRAPHY POLICY



Approved by Curriculum & Progress Committee meeting: 4<sup>th</sup> July 2017

Minute No.: 31.3/17 (C/P)

To be reviewed by: S Webb, Summer Term 5 2019

### INTRODUCTION

#### Purpose

This policy is intended to ensure consistency and progression across the school in terms of the teaching of Geography. The teaching of Geography provides a way of making sense of the real world and understanding about places and environments. Pupils learn about their local area, other regions in the United Kingdom and the rest of the world. Pupils also gain an appreciation of life in other cultures. The structure of the curriculum is divided into 4 topics which include Locational Knowledge, Place Knowledge, Human and Physical Geography, and Geographical skills and fieldwork.

#### Aims

- To develop knowledge about other cultures and, in so doing promote the concept of positive Citizenship.
- To learn about their own environment.
- To provide experiences so pupils begin to understand environmental problems at a local, regional and global level.
- To extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia, and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities (taught within 'Locational Knowledge')
- To use geographical information systems to view, analyse and interpret places and data (Taught within 'Geographical Skills and Fieldwork')
- To provide a multi-sensory, hands-on approach to the teaching and learning of Geography.
- To develop pupil's individual skills in a supportive and differentiated atmosphere.

#### Aims of the pupils

- To gain knowledge and understanding of different places in the world.
- To learn about and respect the values of a Multi-Cultural Society.
- To develop enjoyment about the world the pupils live in.

### PROCEDURES AND PRACTICE

#### *Teaching*

#### Planning

Primary and middle departments have a long term plan in place for Geography. Geography is taught three terms per year within a topic which is changed each term. Teachers are responsible for completing medium term planning on the school format each term and a short term planning sheet

each week. Teachers use the EYFS curriculum, Equals documents and the National Curriculum to inform medium and short term planning. All staff receive regular, concise termly feedback on medium term planning from the Geography subject leader.

### What/When is Geography Taught

#### EARLY YEARS FOUNDATION STAGE (EYFS):

**What:** Students follow the same curriculum and timings as the Primary Department; however their learning objectives come from the Early Learning Goals for EYFS. Geography strongly relates to the learning strands in the following EYFS areas

- Understanding of the World (The World, People and Communities)
- Personal, Social Emotional Development (Making Relationships, Self Confidence and Awareness).

**When:** Geography is taught three times per year within a topic, which is changed each term. The topics follow a Four-Year rolling programme using Equals documents for learning objectives and ideas.

#### PRIMARY DEPARTMENT (Key Stages 1 & 2):

**What:** Students follow the long term topics plan for the Primary Department alongside the Equals Scheme of Work for ideas and learning objectives.

**When:** Geography is taught three times per year within a topic, which is changed each term. The topics follow a Four-Year rolling programme using Equals documents for learning objectives and ideas.

#### MIDDLE DEPARTMENT (Key Stage 3):

**What:** Students follow the long term plan alongside the Equals Scheme of Work for ideas and learning objectives.

**When:** Geography is taught three terms per year following the Equals Scheme of Work on a Three-Year rolling programme

#### UPPER DEPARTMENT (Key Stage 4-5)

**What:** At Key Stage 4 the humanities are not compulsory National Curriculum subjects, but should be offered as an option. Geography is taught as a mean to develop other areas of the curriculum and not as a subject within itself. Geography is therefore embedded into the work that is carried out in the wider community by Key stage 4 pupils.

### Agreed procedures

- Geography is taught using a wealth of multi-sensory, hands-on activities and genuine artefacts from the School Library Service to support learning.
- Geography is taught through drama, role-play, art work and visiting professionals.
- Geography is also taught through getting out and about and first hand experiences are encouraged through visits.
- Geography will be delivered as appropriate to pupil's individual needs and abilities.
- Computing is used to assist in the teaching of Geography using Espresso, the internet and computer programmes. Pupils have the opportunity to use the digital camera to record and use photographic images.
- The teaching of Geography is cross-curricular contributing to the teaching of Mathematics, English, Personal, Social and Health Education and Citizenship.

### Assessment

Across school teachers complete learning outcome sheets to assess and monitor pupil progress with in lessons/blocks of work. Throughout the year the Geography subject leader moderates work from all classes in school which have already been moderated by the class teachers in order to reduce conflicting levels. Geography data is analysed annually by the assessment co-ordinator and fed back to the subject co-ordinator. In addition to this:

- In the EYFS each child's progress is be assessed against the relevant EYFS Early Learning goals each half term.
- Pupils' achievements are assessed throughout each lesson. On completion of a piece of work the levels of help needed are recorded.
- Photographs are also taken to record individual success.
- Assessment of individual attainment in Geography is via 'P' levels and the National Curriculum and this assessment data is correlated at the end of the year.
- Self-assessment is done each lesson by those pupils that it is appropriate for.

### Role of the Subject Leader

- To keep up to date with government initiatives related to Geography and modify the school Scheme of Work accordingly.
- To participate in relevant training and deliver training as appropriate to support a broad knowledge of the Geography Curriculum across all ages and abilities in school with all staff .
- To work with teachers to discuss support they may need and resources required in each department.
- To monitor teacher medium term and short term planning for Geography across Primary and Middle school.
- To support teachers in ensuring Geography is delivered effectively across the school.
- To monitor pupil progress across the Primary and Middle Department.
- To source and purchase Geography resources and artefacts from the School Library Service.

### Parental Involvement

Parents/Carers are made aware of topics to be covered at the beginning of the term.

Parents/ Carers are informed of progress in Geography within annual reports (this includes attainment levels).

Across the school teachers send a mixture of homework for Parents/Carers to complete with their child/young person; this may include work linked to Geography tasks.

### Equal Opportunities

All pupils in school, irrespective of age or ability have access to a curriculum which is differentiated to meet their individual needs. See Equality Policy.

### Monitoring of the policy

The policy is monitored by the Geography Subject Leader.

- Ensuring that the policy is in line with National initiatives.
- By monitoring and offering advice on medium term plans each term.

### Children's Rights

Within Geography the Children's Rights which are developed are:

Article 12 - Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.

Article 13 - Every child must be free to say what they think and to seek and receive information of any kind as long as it is within the law.

Article 17 - Every child has the right to reliable information from the mass media, television, radio, newspaper and other media should provide information that children can understand. Governments must help protect children from materials that could harm them.

Article 23 - A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community. Governments must do all they can to provide free care and assistance to children with a disability.

Article 28 - Every child has the right to an education. Primary education must be free. Secondary education must be available to every child. Discipline in schools must respect children's human dignity. Wealthy countries must help poorer countries achieve this.

Article 29 - Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 30 - Every child has the right to learn and use the language, customs and religion of their family whether or not these are shared by the majority of the people in the country where they live.

Article 31 - Every child has the right to relax, play and join in a wide range of cultural and artistic activities.

## **References**

- EYFS Curriculum policy
- National Curriculum
- Equals Curriculum
- Primary and Middle School Long Term Plans
- Equality Policy
- The United Nations Convention on the Rights of the Child