



St. Bernadette's Catholic Primary Voluntary Academy

Geography Policy

November 2021

1. Overview

In accordance with the academy's philosophy, we seek to inspire all of our pupils with a positive attitude towards Geography where they are keen to know more about their geographical surroundings. Children are also encouraged to develop a greater understanding and knowledge of the world and their place within it as well as developing an understanding of the interaction of the Earth's human and physical processes. Our academy aims to achieve this through the studying of specific locations within our topic based approach as well as using maps and atlases to study these. We want our pupils to become confident and skilled geographers who are fascinated by the world they live in and apply their new understanding to their everyday lives. We want our Geography curriculum to set our pupils on the path to life-long learning through the continual development of useful skills for Geography such as: mapping and fieldwork skills, analysis of data, communication and interpretation.

2. Main Educational Aims and Intent

The Geography Curriculum at St Bernadette's aims to engage and excite our pupils. Indeed the geography national curriculum states "geography education should inspire in pupils a curiosity and fascination about the world and its people" (P.1). This will be achieved through teaching the various aspects of Geography which include the development of "Locational", "Place", "Human and Physical" knowledge and 'Geographical Skills and Fieldwork'. We aim for our pupils' knowledge, understanding and skills to develop progressively through our carefully planned Geography curriculum which is delivered through our academy's termly topics.

The academy aims to provide a broad and balanced curriculum through our topic based curriculum. Each cross-curricular topic was specifically chosen to meet the needs and interests of the children in our academy and are taught on a two year cycle to ensure the complete coverage of the National

Curriculum subjects which includes Geography. The academy understands the importance of our children's understanding of what Geography is and the careers that link with it as this is discussed and promoted in lessons. The cross-curricular topics have been developed in Key Stage and Year Group teams to ensure complete coverage and progression of the National Curriculum. A Geography Skills Progression Document has also been created to help map out how our pupils' Geography education progresses from Early Years to Year 7. This document helps ensure that teachers are aware of pupils' starting points and prior knowledge as well as where the children's learning goes next and their end points.

The teaching and learning in Geography lessons at St Bernadette's are of a high standard and enable all children to make good progress. Staff at St Bernadette's have good Geography subject knowledge and use it to support and challenge pupils in their learning. High level of questioning is used in lessons to refine pupils' understanding and encourages pupils to provide in-depth responses. Resources such as maps and atlases are also used in lessons to support pupils in their development of mapping skills as well as locational and place knowledge. Staff support pupils with Special Educational Needs and Disabilities in learning with appropriately differentiated tasks and additional resources enabling all pupils to make progress. The assessment of pupils' progress in Geography is in line with the academy's Assessment Policy and staff use both formative and summative assessment to aid their planning.

In order to achieve this, the academy aims to ensure that all pupils:

- Show a deepening understanding of the world beyond their local area. Including the UK, Europe, North and South America. Helping them to understand and know the location and characteristics of a range of the world's most significant human and physical features.
- Understand the processes that give rise to key physical and human geographical features of the world, leading to an understanding of how these developments bring about spatial variation and change over time.
- Conduct fieldwork exercises to develop our understanding and ability to observe, measure, record and present data and develop these skills progressively throughout the year groups.
- Can communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.
- Can interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).

3. Approaches to Teaching

Curriculum Organisation

Early Years

Early Years Framework (2021) details seven areas of learning and development that are important and inter-connected and shape the educational programmes in our setting. The Framework details the “prime areas” of “communication and language”, “physical development” and “personal, social and emotional development”. As well as the “specific areas” of “literacy”, “mathematics”, “understanding the world” and “expressive arts and design”.

The Learning and Development Area that links with Geography is “Understanding the World” and the Early Learning Goals that also link to Geography are:

- -Know some similarities & differences between the natural world around them & contrasting environments, drawing on their experiences & what has been read in class
- -Understand some important processes and changes in the natural world around them, including the seasons

See Geography progression document for EYFS skills.

Key Stage One and Key Stage Two

The children’s Geography lessons are incorporated into their cross-curricular Topic lessons, which occur for two hours every week. These topics were specifically chosen to meet the needs and interests of the children in our academy and are taught on a two year cycle to ensure complete coverage of the Geography National Curriculum objectives. Objectives have also been mapped out progressively in a Geography Progression Document. These lessons are taught around the theme of the current topic; for instance Worlds of wonder (which has the theme of space). The subject the lesson has a focus on is highlighted at the beginning of the lesson and also written as a title in the children’s books.

Further Geography teaching is undertaken outside the Geography lesson, including school trips and other opportunities for cross-curricular development in lessons such as ICT, R.E or English (as well as other lessons in the curriculum).

The children are generally taught in their classes and, within these, children are grouped in ways most beneficial to their immediate learning needs. Grouping is fluid and changes with the needs of the child. Differentiation is used in Geography lessons to support all children. Pupils who attain highly are stretched in order to develop the application of their geographical knowledge and their skills, whilst lower attaining children and pupils with Special Educational Needs and Disabilities

(SEND) have their work scaffolded or are provided with resources to support their learning and progress.

Environment

The learning environment is used to support the pupils within their Geography lessons. A 'topic' display is evident in each classroom to assist the topic the pupils are working on at the time. The Academy's Geography display includes aspects of Locational Knowledge, Place Knowledge as well as key human and physical features of Scunthorpe. Therefore, encouraging the children to think of Geography in our local area as well as of other places studied. The Academy Library also contains a range of age appropriate books to support the children throughout their learning.

Planning

- Geography is incorporated into the 'Topic' planning, which consists of 2 hourly sessions per week.
- Medium term plans are taken from the National Curriculum for Geography to ensure full coverage.
- The Academy's agreed format for planning for 'Topic' is followed by all teachers to ensure continuity and progression.
- Short term planning for Geography ('Topic') is undertaken by all class teachers, using the agreed format. Essential elements for all short term 'Topic' planning are: objective, activity, differentiation and assessment incorporating the success criteria/learning outcome.
- Success criteria are specific. Teachers assess against the objectives. Marking is linked to the success criteria.
- Topic planning and assessment is monitored by the Geography Leader and members of the Senior Leadership Team.
- Cross-curricular links are exploited wherever possible.
- ICT and interactive resources are used where they will enhance learning.

Inclusion

The Academy aims to make all pupils feel included. We recognise the entitlement of all Pupils to a balanced and broad curriculum. All Geography planning and teaching should take differentiation into account, to ensure appropriate pupil access to learning and to maximise their progress.

SEND provision in Geography:

In ensuring that all children have access to their full educational entitlement, children with SEND are included in all aspects of the Geography lesson through differentiated work and IEP targets. All Geography ('Topic') sessions should take into account the particular requirements for children on the

SEND register, as outlined in their IEPs and in accordance with the academy SEND Policy document. When appropriate, additional adult support will be given. As Geography may be identified as a subject primarily language based, children with specific speech, language and auditory problems are identified and specialist help is sought, where appropriate.

**IEP targets may not directly reference Geography, although will work towards targets connected with English or everyday techniques necessary to a pupils development in Geography.*

EAL provision in Geography:

Pupils with EAL are given additional support in all aspects of Geography, whether this be additional scaffolding of work or extra challenges to challenge pupils. Pupils with EAL may also be supported by outside agencies to help them access the curriculum.

Resources

The academy recognises that the most valuable classroom resource is the class teacher. The class teacher's role is crucial in the provision of high quality teaching and learning in Geography. The Academy supports all teachers, so that they:

- Take account of the age, gender, ethnicity and capability of their pupils.
- Show good subject knowledge.
- Are competent in using geographical terminology and teaching them to all pupils.
- Plan effectively, setting clear objectives which pupils understand.
- Challenge and inspire pupils, having high expectations of them.
- Use a variety of methods which enable all pupils to learn effectively.
- Manage pupils well and insist on high standards of behaviour.
- Use time, support staff, other adults and resources, including ICT, effectively.
- Assess pupils

The work of other adults, including Teaching Assistants, who work in a range of support programmes should be carefully planned by the teacher, in consultation with those adults. Geography resource areas are established, and will be updated to support both teachers and pupils. Resources should always be returned to the point of loan after use. Every pupil will have access to the resources of the academy library.

Training (CPD)

All staff are encouraged to take full advantage of Geography training opportunities, to develop their confidence and update their expertise, through academy, local or national training events. In a recent geography questionnaire, staff expressed that they felt confident in their own subject knowledge and teaching of the Geography National Curriculum. Staff were also asked about CPD they would like to receive and this enabled the subject leader to identify some potential areas for training. Regular staff

questionnaires and audits of subject knowledge will be conducted to inform training decisions to help the academy achieve their intent for Geography. A record of training needs and provision is maintained by the Assistant Head teacher.

4. Roles and Responsibilities

The Geography Leader's role will include the following responsibilities:

- To ensure that the Geography policy document reflects the requirements of the National Curriculum and the needs and ethos of the Academy.
- To review and update the Geography policy document every two years.
- To provide leadership and guidance in the area of Geography, and to support staff as required.
- To be actively involved in whole-school planning, in cooperation with other subject leaders, in order to maintain a broad, balanced and differentiated curriculum.
- To monitor, review and update medium-term planning for Geography.
- To monitor and evaluate short term planning for Geography (Topic) and evaluate this against the requirements of the National Curriculum for Geography.
- To monitor and evaluate teaching delivery against the requirements of the National Curriculum for Geography.
- To oversee summative school assessments in Geography, in accordance with Assessment Policy guidelines.
- To monitor pupils' outcomes (at least termly).
- To lead staff meetings and training sessions on issues related to the implementation of the Geography curriculum where necessary.
- To attend relevant training and subject leader meetings to update knowledge, and to disseminate advice and current information in the subject to staff;
- To undertake an audit/evaluation and action plan on an annual basis;
- To maintain, evaluate and assess the resource base for Geography teaching, including the identification of future resource needs.
- To promote parental and governor interest in English; To liaise with other schools and agencies to share ideas and resources.

The class teacher's role is crucial in the provision of high quality teaching and learning in Geography. The Academy supports all teachers, so that they:

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- Show good subject knowledge.
- Are competent in using geographical terminology and teaching them to all pupils.
- Plan effectively, setting clear objectives which pupils understand.
- Challenge and inspire pupils, having high expectations of them.
- Use a variety of methods which enable all pupils to learn effectively.
- Manage pupils well and insist on high standards of behaviour.
- Use time, support staff, other adults and resources, including ICT, effectively.

Pupils are encouraged to take on the role of ‘geographers’ during their learning. The academy supports pupils, so that they:

- Acquire new knowledge and skills, linked to targets.
- Develop ideas and become increasingly curious about what they are learning.
- Increase their understanding.
- Apply intellectual and creative effort in their work.
- Are productive and work at a good pace.
- Work collaboratively.
- Show interest and pride in their work.
- Are able to sustain concentration.
- Listen constructively.
- Think and learn for themselves in independent sessions.
- Demonstrate in the plenary (and at other times) that they understand what they are doing, how well they have done and how they can improve.

5. Assessment and Reporting

Assessment

Marking in Geography (Topic book) is in accordance with the academy marking policy. Marking and feedback given to pupils encouraging them to stretch their knowledge and application of the subject. The academy uses O-Track (pupil tracking) and Class Track as part of its assessment procedure. Attainment and progress are reviewed at the end of each term by the Geography Leader and members of the Senior Leadership team where necessary. Use is made of any national and LA assessment criteria.

Reporting

Reporting to parents of attainment and progress in Topic (which includes Geography) will be in accordance with Governments Legislation and the Academy’s Assessment, Recording and Reporting policy. The class teacher keeps a record of Pupil’s achievement in Geography via O-Track. This is monitored termly by the Geography Leader.

6. Parental Involvement

Parents are welcomed when volunteering in class and special events or trips. They are encouraged to support and show interest in any homework or holiday projects that the children are asked to complete. Parents are recognised as educators too, and their support in Geography is encouraged at every opportunity.

7. Monitoring and Evaluation

Monitoring and evaluation of Geography in terms of planning, teaching, learning and assessment will be undertaken by the Geography Leader and the Senior Leadership Team during work scrutinies and appraisals. Each year the subject leader produces an action plan containing key targets for Geography which are evaluated and progress towards these targets are updated on the plan. The relevant Governors are kept aware and informed of developments within the subject.

Supporting Documents

The following school policy documents should be consulted to support the Geography policy:

- Assessment, Recording and Reporting Policy
- Marking Policy
- SEND Policy
- Equal Opportunities Policy
- Safeguarding Policy
- Continuing Professional Development Policy
- ICT Policy

Policy Review Date

The Geography policy should be reviewed and updated at least every two years, during the half-term when Geography is the focus subject in the Subject Leader Review Cycle.

Year of next review: 2023

Miss. E. Sutton

Geography Subject Leader

Policy Approved by Governors: March 2022