



UNITED SCHOOLS BIG HUB KINGSTEIGNTON SCHOOL

GEOGRAPHY POLICY

We are Rights Respecting Schools. Under the UNCRC, all children should have access to and awareness of their rights.

Article 29: Education must develop every child's personality, talents and abilities to the full.

Aims of the Geography policy:

- To establish an entitlement for all pupils
- To establish expectation for teachers of this subject incorporating the new National Curriculum.
- To promote continuity and coherence across the school and federation.
- To state both the school's and the US Big Hub's approaches to this subject in order to promote public, and particularly parents' and carers', understanding of the curriculum.

School Aims:

- To inspire in children a curiosity and fascination about the world and its people.
- To stimulate pupils' interest in their surroundings and in the variety of human and physical geographical features on the planet.
- To equip children with knowledge about diverse places, people, resources and environments, both natural and those created by humans.
- To develop an understanding of the Earth's key physical and human processes, and of the formation and use of landscapes and environment.
- To help pupils develop an informed understanding and a responsible attitude to of the quality of the environment and the future sustainability of the human habitat.

- To develop pupils' skills of critical enquiry and an ability to handle and interpret information, through asking and answering geographical questions.
- To use ICT to communicate with and explore a variety of people and places in both their local environment and across the world.
- To enable pupils to study Geography across a range of places, cultures and environments at a variety of scales, from local to global.
- To foster a sense of understanding about how we are interconnected and interdependent with people and ecosystems around the world.

Entitlement and Curriculum Provision

UNCRC Article 28 Every child has the right to good quality education.

Expectations:

By the end of EYFS, Key Stage 1 and then the end of Key Stage 2, the performance of the great majority of the pupils should be within the age-related expectation (ARE). In the Foundation Stage, this relates to the "Understanding the World" area of learning. We use the Development Matters document; this non- statutory guidance material supports practitioners in implementing the statutory requirements of the EYFS.

To fulfil these aims teachers are expected to follow the Learning Challenge Curriculum agreed framework, using the 'Geography Skills Progression' grid and 'Geography Progress Pathway' for guidance. This provides children opportunities to extend and develop their learning as they move through the school, building on prior learning and offering opportunities to develop mastery.

By following this rigorous and systematic approach, pupils within the USF will:

- 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

- Become 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.
- Be able to 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.

Strategy for Implementation

Entitlement and Curriculum Provision

National Curriculum Geography provision in the school builds on the learning embedded in the EYFS area Understanding the World: The World and the Characteristics of Effective Learning.

In Key Stage One and Two children have opportunities to extend and develop learning by following Learning Challenge Curriculum units which have been carefully selected to ensure progression and full coverage of the National Curriculum. The collaborative nature of planning across the US Big Hub allows for the sharing of expertise and ensures continuity of experiences for all children.

The Geography 'skills progression grid' and Geography 'progress pathway' show in detail how the school will deliver the National Curriculum entitlement, with regards to both knowledge and skills, through a carefully planned challenging and engaging, enquiry-based approach. These documents are reviewed systematically, alongside the Geography policy. Across the school opportunities are made for visitors to share experiences and expertise. The school enables pupils to take part in visits to sites of geographical interest.

Teaching and learning

UNCRC Article 12 (respect for the views of the child) Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.

UNCRC Article 13 (freedom of expression) Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

In line with the School's teaching and learning policy, in Geography teachers:

- Establish the pupils' level of knowledge, understanding and skills before each new unit is taught and focus on next steps throughout.
- Revisit and build on pupils' prior knowledge, understanding and skills.
- Organise learning around questions that engage and challenge all pupils.
- Make it clear what and how pupils are expected to learn and what they are expected to improve.
- Give clear explanations using relevant examples and analogies.
- Use a wide variety of resources and approaches.
- Encourage pupils to think for themselves.
- Show pupils how to communicate their findings in a variety of ways.
- Show pupils how to connect what they learn in Geography with other subjects.
- Encourage pupils to enjoy and engage in geographical enquiry.
- Are reflective about their teaching and the impact that it has on the pupils' acquisition of geographical knowledge, understanding and skills.

Assessment and recording

Prior to each unit teachers establish the pupils' level of knowledge, understanding and skills through elicitation tasks /knowledge harvests. Ongoing assessment takes place throughout against clear learning objectives. Opportunities for learners to reflect and self-assess are built in. Teachers track how pupils are progressing against ARE and share this information with the Geography subject leader. A range of evidence is expected to be used when judging children against EYFS curriculum guidance and National Curriculum. Evidence will be online in the Tapestry learning journal as well as in books.

Evidence shared via Tapestry should link to appropriate EYFS UTW and NC Geography statements. The Geography subject leader has opportunities to both discuss learning with children and focus on progress with teachers.

In the Foundation Stage, children are assessed against the Early Learning Goal for Understanding the World, and assessment is carried out through observation and questioning as children access Geography based activities through continuous provision.

Reporting and Recording:

Reporting to parents takes place during parents' evenings and is recorded in the Geography section of the yearly pupil reports.

Continuity and progression:

Planning linked to LCC framework and US skills matrix and knowledge progress pathways ensure that pupils meet new knowledge, gain deeper understanding and develop skills coherently. Teachers explicitly make links to prior learning and signpost where learning will link to other units. Planning encourages pupils to draw on a widening range of geographical skills and apply them accurately and independently. Progression in fieldwork is achieved by expecting pupils to increase their precision in recording data and use sophisticated methods of data analysis, for example, by using ICT.

The contribution of Geography to other subjects in the curriculum:

Whilst ensuring the quality of discrete geographical skills and knowledge development, opportunities are planned across the curriculum to make links and support learning in other subjects where appropriate.

Inclusion:

The aim of our school is to enable all children to reach their potential. We are committed to giving all our pupils every opportunity to achieve the highest standards. This policy helps to ensure that this happens for all the pupils in our school regardless of their age, gender, ethnicity, attainment or background.

To ensure that pupils of all abilities make worthwhile progress in Geography:

- all pupils tackle the same core enquiry questions;
- teachers provide suitable ways for pupils of different abilities to access difficult ideas: for example, for low-attaining pupils by narrowing the range of information to be used, by increasing the degree of support through their own advice, by using relevant resources, or by the use of other adults;
- teachers should challenge higher-attaining pupils by expecting them to interrogate more demanding sources, by expecting them to work with greater independence and by raising expectations about how they might communicate their ideas;
- teachers use a range of teaching styles in each lesson in order to match the range of learning styles represented in a typical class.

Cultural awareness

Pupils experience a range of cultures within the school environment to further their understanding of the world around them. This is achieved through visitors, use of the Internet and citizenship resources. Geography can provide opportunities for challenging discussions and to help pupils explore values and attitudes about complex issues.

Geography can offer opportunities to focus on developing a deeper understanding of British Values.

Learning resources and environment:

UNCRC Article 17 (access to information from the media) Every child has the right to reliable information from a variety of sources.

We resource to ensure Geography is a stimulating subject with appropriate opportunities to engage and develop learning. The local environment is a key resource. We use on and off site learning experiences to embed knowledge and skills. We encourage the use of a wide range of resources to enrich children's learning. These include maps and globes as well as topic-based resources, and the use of ICT to access Google Earth and other ICT based software.

It is expected that each geographical unit of work has a linked display, incorporating key questions, relevant vocabulary and the appropriate skills and knowledge associated with the learning journey.

Safe practice and out of school opportunities:

All fieldwork within and outside of the school grounds is carried out in compliance with statutory requirements and recommendations laid out in the document “Health and Safety of Pupils on Educational Visits” DfEE. Teachers must also take full account of guidance within Outdoor Education, Visits and Off-Site Activities (May 1999) – Devon County Council. Teachers should complete detailed EVOLVE risk assessments prior to any trips which will be shared with the Principal. Relevant risk assessments including careful consideration of pupil:adult ratio is vital. Points of safety need to be discussed with both the pupils and other adults on the trip prior to activity to ensure full compliance with safety measures.

Leadership and Management

- The subject leader will keep up to date with developments in the teaching and learning of Geography.
- The subject leader will discuss implementation and progress with teachers and ensure CPD opportunities.
- The subject leader will focus on resourcing and purchasing where appropriate.
- The US Big Hub Geography coordinator team will liaise regularly and share expertise.
- The subject leader is responsible for reporting to the curriculum trustee about the quality of its implementation and its impact.

Review:

This policy will be reviewed in line with the school’s policy review programme. In the light of this, policy amendments may be made.

Reviewed: January 2022 Next review: January 2023