

Wyvern Federation



Geography Policy

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2012	No changes made
14.7.15	Updated New Curriculum details p3
14.07.15	Philosophy for Children p3
14.07.15	AG&T p5
17.02.16	2.4 Updated policy to include Aurora House curriculum 2.5 Geography links to Rights Respecting School Award

Geography Policy

1. Introduction

In accordance with the Education Reform Act 1988, and subsequent Education Acts, school must provide Geography as part of the National Curriculum for all registered pupils.

2. Philosophy

Geography is a valued part of the curriculum at Wyvil Primary School, Vauxhall Primary School and Aurora House as it provides a means of exploring, appreciating and understanding the world in which we live and how it has evolved. Geography explores the relationship between the Earth and its people.

Geography stimulates curiosity and imagination and we aim to build upon the child's "personal geography" by developing geographical skills, understanding and knowledge through studying places and themes.

We encourage children to learn by experience and we value fieldwork as an integral part of the geography Curriculum.

2:1 Aims

Geography aims to enable pupils:-

- To develop the knowledge, skills and understanding laid down in the Geography orders, to the maximum of their potential.
- To make sense of their own surroundings through learning about their own locality, and the interaction between people and environment.
- To extend their interest, knowledge and understanding of contrasting localities in Britain, Europe and the World.
- To develop knowledge and understanding of the human and physical processes which shape places.
- To appreciate similarity and difference in the world about them and to respect other peoples beliefs, attitudes and values.
- To develop the geographical skills and vocabulary necessary to carry out effective geographical enquiry.
- To formulate appropriate questions, develop research skills and evaluate material to inform opinions.
- To develop interest and enjoyment of geographical experiences and build confidence and understanding.
- To recognise and understand issues concerning the environment and sustainable development.

2.2 Geography in the National Curriculum

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study as detailed in the National Curriculum (2014) Programme of Study. In Key Stage 1 pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. In Key Stage 2 pupils should develop their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This includes location and characteristics of a range of the world's most significant human and physical features.

Wyvil Primary School Vauxhall Primary School and Aurora House have created a new Geography curriculum in accordance with the specifications detailed in the 2014 National Curriculum. Teachers can access a long term plan outlining topics and each year group has an individual curriculum detailing learning objectives, opportunities for cross curricular learning and details about the subject knowledge and skills they are required to cover in the National Curriculum.

2.3 Learning across the Curriculum

Geography can make an important contribution and offer a stimulating context for the development of pupils' literacy and numeracy skills. In history and RE geographical knowledge is essential in order to place events and themes in context. The enquiry approach is common to the Humanities subjects. Teachers use Philosophy for Children sessions to stimulate enquiry and discussions around geographical themes and concepts.

We promote learning in the following areas of the curriculum through geography:

- Key skills: including communication; application of number; IT; working with others; improving own learning and performance; problem solving.
- Education for Sustainable Development;
- Pupils' spiritual, moral, social and cultural development;
- Citizenship;
- Thinking skills, particularly geographical enquiry and helping pupils to evaluate information and reflect on their own work.

At Wyvil Primary School, Vauxhall Primary School and Aurora House we seek to develop learning across the curriculum through geography wherever opportunities arise.

2.4 Aurora House Curriculum

Aurora House is a specialist provision for primary aged pupils with autism, and the pupils are all working at two or more levels below age related expectations. As part of Wyvil Primary school, Aurora House pupils access the Wyvil Curriculum at a level differentiated and individualised to their level of learning. We respect that many pupils with autism typically experience a diverse range of unique qualities that can present barriers to their learning. Teaching strategies are adapted to best suit each child's learning needs, using strategies appropriate for pupils with autism such as the TEACCH Approach, SCERTS Model, Attention Autism, Intensive Interaction, and PECS.

Pupil progress is captured using B Squared Assessments, which also supports teachers to plan individual pupil learning outcomes, and set annual learning targets in each subject for each pupil. Aurora House refers to the National Progression Guidance (DfE, 2010) to support this process, and works with Wyvil subject leaders for support.

2.5 Rights Respecting Schools Award

As part of being a Rights Respecting School:

- **Article 7 (Registration, name, nationality, care):** All children have the right to a legally registered name, officially recognised by the government. Children have the right to a nationality (to belong to a country). Children also have the right to know and, as far as possible, to be cared for by their parents.
- **Article 8 (Preservation of identity):** Children have the right to an identity – an official record of who they are. Governments should respect children's right to a name, a nationality and family ties.
- **Article 13 (Freedom of expression):** Children have the right to get and share information, as long as the information is not damaging to them or others. In exercising the right to freedom of expression, children have the responsibility to also respect the rights, freedoms and reputations of others. The freedom of expression includes the right to share information in any way they choose, including by talking, drawing or writing.
- **Article 17 (Access to information; mass media):** Children have the right to get information that is important to their health and well-being. Governments should encourage mass media – radio, television, newspapers and Internet content sources – to provide information that children can understand and to not promote materials that could harm children. Mass media should particularly be encouraged to supply information in languages that minority and indigenous children can understand. Children should also have access to children's books.

3. Management and Administration

3:1 Role of the subject leader

- Understanding the requirements of the subject order.
- Preparing policy documents, curriculum plans, schemes of work etc. for the subject.
- Encouraging staff to provide effective learning opportunities for all pupils, to develop valid activities appropriate for children at different stages of development and which enable pupils to progress in the subject and to have regard to the three principles for inclusion:
 - (a) setting suitable learning challenges
 - (b) responding to pupils' diverse learning needs
 - (c) overcoming potential barriers to learning and assessment for individuals and groups of pupils.
- Organise ideas, activities or approaches to the subject in a teaching file.
- Helping colleagues to develop their subject expertise.
- Auditing and collecting resources.
- Ensuring common standards and formats for recording and assessment.
- Liaising with teachers of the subject in other phases.
- Producing reports on the subject in the school, e.g. to governors, in newsletters.
- Communicating all developments in the subject, e.g. through staff meetings, distributing information, using notice boards.
- Organising and monitoring professional development in the subject.
- To prepare an inset plan for the subject.
- Producing annual development plans including costings and priorities which can help inform the school development plan.
- Liaising with relevant organisations regarding the subject, e.g. advisory teachers, inspectors, QCA, Geographical Association, libraries.
- Organising and advising on the contribution of a particular subject to other curriculum areas including cross-curricular and extra-curricular ones.
- Helping with the monitoring and evaluation of the effectiveness of the subject within the school.
- Auditing resources and producing updated lists of books, materials and equipment relevant to the subject.
- Producing or helping to produce relevant documentation for the subject.

3:2 Teaching and Learning styles

If pupils are to gain maximum access to the Geography Curriculum and demonstrate achievement, careful planning and thoughtful imaginative teaching will be essential and examples of methods include:

- Key features of classroom practice in geography will include opportunities to engage pupils in well planned tasks which make use of a range of resources including the locality.
- Investigating real places and themes across a widening range of scales.
- Developing a knowledge and understanding of physical, and environmental geography and the patterns and processes at work in them.
- Undertaking geographical enquiry, applying skills and techniques, collecting and analysing evidence, drawing conclusions and communicating findings in a variety of ways eg questionnaires, graphs, tables, databases etc.
- Using maps at various scales and plans, fieldwork, instruments. I.C.T. and other sources of evidence such as photographs, newspapers visitors to inform their work.
- Pupils should understand what they are expected to do and know how well they are progressing.

3:3 Curriculum Planning

Geography can be taught by class teachers either as a specific study or incorporated within other subjects thus promoting and contributing to learning across the curriculum.

(Refer also to paragraph 2.3)

3:4 Use of Language in Geography

Pupils will be taught to express themselves correctly and appropriately in both speaking and writing; to listen and respond and build on ideas and views constructively, and to read accurately and with understanding. Pupils will be taught the technical and specialist vocabulary and patterns of language vital to understanding and expression in geography, for example, chronology, logic, exploration, hypothesis, comparison and how to ask questions and develop arguments.

3:5 Special Educational Needs; Inclusion; Equal Opportunities; Education for a culturally diverse society.

At Wyvil Primary School, Vauxhall Primary School and Aurora House we recognise the responsibility of all schools to provide a broad and balanced curriculum for all pupils. In geography the National Curriculum is the starting point for planning a curriculum that meets the specific needs of individuals and groups of pupils. We have adopted the statutory inclusion statement on providing effective learning opportunities for all pupils. When planning teachers will modify, as necessary, the National Curriculum programmes of study to provide all pupils with relevant and appropriately challenging work at each key stage, in order to provide a more inclusive curriculum which:

- sets suitable learning challenges
- responds to pupils' diverse learning needs
- overcomes potential barriers to learning and assessment for individuals and groups of pupils
- Challenges and extend able, gifted and talented pupils

3.6 Fieldwork

All classes are expected to undertake fieldwork in order to help support the learning within the classroom. Fieldwork should be undertaken at least once per topic. When and where fieldwork happens is left to the discretion of the class teacher, however all fieldwork should be relevant and well planned. Evidence of fieldwork should be recorded for use within the classroom while being passed on to the subject leader in order to keep records updated.

4. Assessment recording and reporting

4:1 Assessment

This will be in accordance with the schools assessment policy which is followed throughout the school. The assessment of pupils work can provide information for pupils, teachers and parents:

- To enable pupils to reflect upon and celebrate achievement;
- To help plan for progression, continuity and target setting for pupils, and to inform planning for future work of whole classes and individual pupils.
- To communicate achievement and identify areas for further development to pupils, parents and teachers.
- To evaluate the effectiveness of teaching and learning.

Assessment is an integral part of teaching and learning and based upon teachers' judgements of pupil attainment and progress. Assessment is built in to the planning of learning experiences and clearly related to the learning outcomes that are proposed. Assessment activities should be wide ranging and matched to the pupils' ability (ie differentiated by task or by outcome, through appropriate support and resource provision).

This policy is monitored by the governing body and will be reviewed every two years, or before if necessary.