

XII Apostles RCPS

Geography Policy



Mrs Parry & Curriculum Team 1
September 2024



Through learning and loving we will follow Jesus.

XII Apostles Geography Policy

Mission Statement

Our school's Mission Statement says

'Through Learning and Loving we will follow Jesus'

- To place Christ at the centre of everything we do
- To recognise that each child is unique and to ensure that each child is educated to fulfil their human potential
- To develop an understanding of Community; being able to recognise, respect and celebrate the diversity of all within it.

Our school's Mission Statement affirms those beliefs and helps us to keep these beliefs as the basis for everything we do and gives us the purpose for all our work in Twelve Apostles.

To recognise that each child is unique and to ensure that each child is educated to fulfil their human potential everyone will matter and be treated with love and will be helped to carry out their special role in God's World.

1. Statement of Intent

The national curriculum outlines the following aims for Geography in schools:

- 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
- are competent in the geographical skills needed to:
 1. collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 2. interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 3. communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

At Twelve Apostles, our aim is for children to develop a sound understanding of the world in which we live. We want children to explore, appreciate and understand how the world has evolved. Geography explores the relationship between the world and its people through the study of place and environment. Through Geography, children acquire knowledge of a range of different cultures and traditions, which helps them to learn tolerance and understanding of other people and

environments. In this way, Geography contributes to children's cultural, social, spiritual and moral development.

We are committed to developing children's curiosity about local, national and international localities by broadening their knowledge of people, places and environments across the world. Our curriculum is driven through the following geographical concepts (Investigating places; Investigating patterns and Communicating geographically) which are explored in a wide breadth of topics. Our curriculum is arranged so that pupils return to these same concepts repeatedly, gradually building an understanding of them. Our Long-term plan details how pupils will be given opportunities to relate topics to previously studied topics to deepen understanding.

2. Aims:

At XII Apostles, we recognise the unique needs of each child and support them in reaching their human potential. We have a supportive ethos and our approaches support the children in developing their collaborative and independent skills, as well as empathy and the need to recognise the achievement of others. The impact of our Geography curriculum is measured in the experiences, confidence and competence of our children within the subject. We ensure children receive the experiences they require, both within and beyond the curriculum, to develop substantive and disciplinary knowledge and become confident geographers. By revisiting geographical concepts, children will deepen their understanding and be able to identify links between their own immediate environments and places around the world and the interactions between the physical and human environment. These studies will help children to recognise the importance of sustainable development for the future of mankind and how they can contribute towards it. Progress in Geography throughout Twelve Apostles is outstanding. Children typically enter school at below the expected level on the ELG 'Knowledge and Understanding of the World' and 'People and Communities', but the average percentage of children for the past 3 years achieving Secure or above, at the end of Year 6 is 90%.

3. Legal framework

This policy has due regard to all relevant statutory and good practice guidance including, but not limited to, the following:

- The Education Act 2002
- The Children Act 2004
- The Equality Act 2010
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'The national curriculum in England'
- DfE (2017) 'Statutory framework for the early years foundation stage'
- Ofsted (2019) 'School inspection handbook'

This policy operates in conjunction with the following school policies:

'Teaching and Learning Policy'

'Assessment Policy'

'Marking and Feedback Policy'

4. Roles and Responsibilities

The SLT and Governing body are responsible for approving and monitoring this policy

Subject Leaders responsibility includes :

- Providing strategic leadership and direction for your subject
 - Producing LTP
 - Reporting termly to Governors on standards in your subject
 - Supporting and offering advice to colleagues on issues relating to the subject or curriculum area.
 - Monitoring pupil progress in your subject and report to SLT.
 - Providing efficient resource management.
 - Ensuring the curriculum is inclusive and accessible to all
 - Assisting teachers with the planning and implementation of the curriculum, ensuring their workload is manageable.
 - Ensuring the curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.
 - Making any necessary adjustments to the curriculum where required.
 - Keeping up-to-date with any relevant statutory updates and taking action where required.
 - Creating and maintaining an up-to-date curriculum intent statement.
 - Ensuring the curriculum is created in accordance with this policy.
- Updating and maintaining this policy.

5. Organisation, Planning and Teaching

Geography teaching focuses on enabling children to think as geographers. Our principal aim is to develop the children's substantive and disciplinary knowledge in Geography and we use a variety of teaching and learning styles throughout Geography lessons. We believe that children learn best when:

- They have access to enquiry-based research activities.
- They go on visits to sites of geographical significance and places of interest.
- They have access to a variety of data such as maps, statistics, graphs, pictures and aerial photographs.
- They are shown, or use independently, resources from the internet and videos.

- They can use ICT in geography lessons where appropriate, including the production of digital maps. (use of Digi-Maps)
- They are able to use non-fiction books for research.
- They are provided with opportunities to work independently or collaboratively, to ask as well as answer geographical questions.
- They engage in a variety of problem-solving activities.
- They are given time to reflect on their own learning by giving them opportunities to create visual prompts enabling them to recall how they learned about this place/environment, thus creating opportunities to identify links and relate places and environments to each other.

In addition to the National Curriculum, each year group studies an element of local Geography. Our curriculum reflects the vast geographical changes that have shaped our local area both now and in the past. Children are encouraged to consider the role they play and how they can make positive contributions to the local community. Trips and visitors are organised so that the children can develop a deeper understanding as to how our local area has changed.

Planning

The LTP ensures coverage and progression of substantive and disciplinary knowledge and teachers use these as the basis for medium and short term planning. The subject leader is responsible for reviewing and updating long-term plans and communicating these to teachers. Planning is to be submitted on the shared server at the start of the half term the unit is to be taught. Staff may use the suggested format containing the skills to be taught though is it not compulsory.

6. Cross Curricular Link

Where possible, we teach using a cross curricular approach, enabling learning to be more meaningful for children. It draws upon skills in Literacy, Mathematics, History, Computing, Art, Science and Design Technology.

7. Assessments and Reporting

Assessment of children's learning in Geography is an ongoing monitoring of children's understanding, knowledge and skills by the class teacher, throughout lessons. This assessment is then used to utilise adaptive teaching methods to support and challenge the children. See appendix 1

The progress and development of pupils within the EYFS is assessed against the early learning goals outlined in the 'Statutory framework for the early years foundation stage'.

The progress and development of pupils within KS1 and KS2 is assessed against the descriptors outlined in the national curriculum.

Assessment will be undertaken in various forms, including the following:

Children will be assessed on their ability to build upon and make links on the Themed Concepts which underpin the Geography Curriculum, these are;

- Investigating Places
- Investigating Patterns
- Communicating geographically

Additionally, children will also be assessed against their progression of skills in;

- Mapping
- Fieldwork
- Geographical enquiry and investigation skills.
- Communication of geographical knowledge.
- The use of IT/technology

Formative assessment, which is carried out informally throughout the year, enables teachers to identify pupils' understanding of subjects and inform their immediate lesson planning.

Summative assessments are completed at the end of the school year by class teachers across each year group of the school to inform the subject leader of progress of substantive and disciplinary knowledge still to be embedded. This is recorded on Otrack and shared with the next teacher and subject leader.

Parents will be provided with an annual report in the Summer Term which will grade children's attitude and attainment in Geography. Verbal reports will be provided at parents evening.

Geography is also monitored by the subject leader throughout the year in the form of book monitoring, looking at outcomes and pupil interviews to discuss their learning and understanding and establish the impact of the teaching taking place.

8. Resources

The resources and artefacts for Geography are kept in organised labelled topic boxes in the hall cupboard. Over the years we have collected a range of maps, photographs, newspaper articles, maps, atlases, log books to support our local geography topics throughout the school. We have a wealth of geography equipment which the children use (e.g. to collect weather data) to support topics identified in the LTP. We also use Digi-Maps to support the use of digital maps.

Inclusion Supporting Pupils with SEND

Geography is adapted to meet the needs of individual children taking into account their primary need, making reasonable adjustments and through adaptive teaching.

9. Equal Opportunities

We are an inclusive school that ensures all pupils are provided with equal learning opportunities, regardless of social class, gender, culture, race, disability or learning difficulties. In order to ensure pupils with SEND achieve to the best of their ability, outcomes are adapted and the delivery of the Geography curriculum is adapted for these pupils. The planning and organising of teaching strategies for each subject will be reviewed by the subject leader to ensure that no pupil is at a disadvantage.

We recognise that we have children of differing abilities in Geography and we seek to provide suitable learning opportunities by utilising adaptive teaching methods. We achieve this by:

- Setting open-ended tasks which can have a variety of responses.
- Grouping children by ability and setting different tasks for each ability group.
- Providing resources of different complexity depending on the ability of the child.
- Using Teaching Assistants to support children individually or in groups.
- Organising children in such a way that they receive support from their peers.

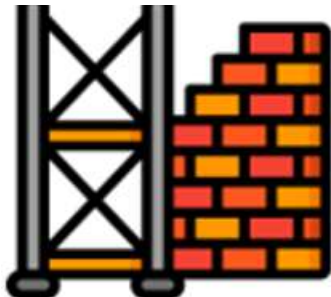

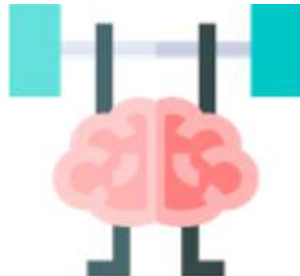


For further information, please see appendix 1.

10. Parental Involvement

We encourage all parents and carers to support and assist with whole school events during Geography themed weeks and Geography related homework projects.

Reviewed: Every 2 years

Next review date: September 2026

Strategy:	Scaffolding	Explicit Instruction	Cognitive and Metacognitive Strategies	Flexible Groupings	Use of Technology
					
	<ul style="list-style-type: none"> • Quality First Teaching • Clear lesson sequence • Tasks focused on acquiring knowledge or skills and avoids cognitive overload • Word banks • Writing frames • Sentence starters • Vocabulary with definitions • Different ways to record • Labelled diagrams • Verbal - identifying and reacting to misconceptions 	<ul style="list-style-type: none"> • Adult Modelling • Learning broken into appropriate chunks. • Guided practice e.g. answering comprehension questions. • Repetition 	<ul style="list-style-type: none"> • Chunk content into smaller steps • Success criteria • Retrieve - learning repeated throughout lessons and units • Self-marking • Directed questioning • Live feedback given constantly 	<ul style="list-style-type: none"> • Mixed ability grouping • Mixture of support throughout the lessons - rotation of adults support/ whole class • Peer feedback • Flexible pre-teach groups where appropriate • Opportunity to work with different children in different sized groups. • Sharing of learning with peers. 	<ul style="list-style-type: none"> • Visualiser • Google maps /Digimaps • Research online - secondary sources • Youtube - to help children understand different places around the world