Inspire Education Community Trust



Geography Policy

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Statement of intent

Geography develops pupils' understanding of the world in which they live through the study of place, space and environment. Geography teaching at Inspire Education Community Trust provides children with the chance to develop their understanding of the relationship between the world and the people inhabiting it. It looks at the human and physical features of the Earth and how they affect each other. Our curriculum promotes a want to discover more about the world around us, both in close proximity to where we live and more broadly across the world. It also encourages children to learn through experience, particularly through practical and fieldwork activities and helps pupils to understand how our actions can affect the world, making them think about being responsible citizens.

Through the teaching of geography, **Inspire Education Community Trust** aims to:

- Increase pupils' awareness, knowledge and understanding of other cultures.
- Develop pupils' graphic skills, including how to use, draw and interpret maps.
- Make pupils aware of environmental problems at a local, regional and global level.
- Encourage pupils to commit to sustainable development.
- Develop a variety of skills, including those in relation to problem-solving, ICT and presenting conclusions in the most appropriate way.

1. Legal framework

1.1. This policy has due regard to statutory guidance including, but not limited to, the following:

- DfE (2013) 'National curriculum in England: geography programmes of study'

2. Roles and responsibilities

2.1. The **geography leader** is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Reviewing changes to the national curriculum and advising on their implementation.
- Monitoring the learning and teaching of geography, providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out an **annual** audit of all geography resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring common standards are met for recording and assessment.
- Advising on the contribution of geography to other curriculum areas, including cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for the development of geography in subsequent years.
- Developing the use of T4W to develop children's ability to evaluate historical evidence across the school.
- Ensuring that geographical vocabulary is discretely taught and applied verbally and in writing by all pupils.

- Ensuring that reading challenges promote geographical understanding through reading at home and develop children's understanding of key facts.
- Developing, resourcing and reviewing the school's History Policy.
- Planning, instigating and monitoring teaching programmes.
- Liaising with colleagues, including the SENCO, to differentiate teaching programmes in accordance with the needs of individual pupils.
- Working with other staff to teach the subject content.
- Keeping staff informed of visits and courses.
- Facilitating the assessment of children's work.
- Keeping up to date with current affairs and best practice regarding history.
- Providing guidance, including INSET training to history staff, as part of their ongoing professional development.
- Celebrating and promoting the history curriculum and the work of pupils throughout the school.
- Developing the use of T4W to develop children's understanding of historical skills and to embed key knowledge.
- Ensuring that historical vocabulary is discretely taught and applied verbally and in writing by all pupils.
- Ensuring that reading in history lesson builds children's historical knowledge as well as their understanding of historical vocabulary.
- Ensuring that reading challenges promote historical reading at home and develop children's understanding of key facts.
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2.2. The **classroom teacher** is responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' geographical skills, with due regard to the national curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the **geography leader** about key topics, resources and supporting individual pupils.
- Monitoring the progress of pupils in their class and reporting this on an **annual** basis.
- Reporting any concerns regarding the teaching of the subject to the **geography leader** or a member of the **senior leadership team (SLT)**.
- Undertaking any training that is necessary to effectively teach the subject.

3. Teaching

1.1. The geography leader will be responsible for overseeing the planning, resourcing and monitoring of the school's geography programme (including the use of flipcharts for geography).

1.2. The subject matter covered in geography reflects the requirements of the new National Curriculum, which came into effect on 1 September 2014.

1.3. Special focus will be paid to the teaching of the skills inherent in the entire geography curriculum taught at Inspire Education Community Trust.

These skills include:

- Using discussion in lessons to ask and answer questions as a class.
- Using talk in lessons to describe and explain all features of the world around them.
- Understanding geographical vocabulary and applying it correctly (verbally and in writing).
- Recognising patterns and identifying trends.
- Analysing and interpreting data and drawing conclusions.
- Researching key questions using a range of materials: maps, atlases, photographs, data, digital media, fieldwork skills, secondary sources etc.
- Formally presenting findings to the class.
- Producing extended pieces of geographical writing in a range of genres (explanation, recount, persuasion etc).
- Reading a range of geographical sources in every geography lesson that lead to discussion and develop children's geographical knowledge and understanding of key vocabulary.

2.3. The **classroom teacher**, in collaboration with the **geography leader** , will ensure that the needs of all pupils are met by:

- Setting tasks which can have a variety of responses.
- Providing resources of differing complexity according to the ability of pupils.
- Setting tasks of varying difficulty depending on the ability group.
- Utilising teaching assistants to ensure that pupils are effectively supported.

- Opportunities for outdoor learning and practical work will be provided wherever possible, such as investigating local environmental problems.
- Each year group will have the opportunity to undertake an external educational visit, which is geography based.

4. The National Curriculum

a. The national curriculum is followed and provides a full breakdown of the statutory content to be taught within each unit.

b. **KS1 pupil objectives**

- **Locational knowledge:**
  - Name and locate the world's continents and oceans.
  - Name, locate and identify characteristics of the countries which make up the United Kingdom (UK).
- **Place knowledge**
  - Understand the geographical similarities and differences of areas of the UK and of a small area in a contrasting non-European country.
- **Human and physical geography**
  - Identify seasonal and daily weather patterns in the UK.
  - Locate hot and cold areas of the world in relation to the equator.
  - Use basic geographical vocabulary to refer to key physical features, as well as human features, including buildings, vegetation and seasons.

- **Geographical skills and fieldwork**
  - Use world maps, atlases and globes to identify the UK and any other countries studied.
  - Use simple compass directions, locational terminology and directional language to describe the location of features and routes on a map.
  - Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features.
  - Devise a simple map and construct basic symbols in a key.
  - Use observational skills to study the geography of the school and identify the key human and physical features of the surrounding environment.

c. **KS2 pupil objectives**

- **Locational knowledge**
  - Use maps to locate countries around the world, concentrating on Europe's and North and South America's environmental regions, major cities and key characteristics.
  - Identify counties and cities of the UK, geographical regions and their identifying characteristics, key topographical features and land-use patterns.
  - Understand the location and significance of the Tropics of Cancer and Capricorn, the Equator, the Northern and Southern Hemisphere, the Arctic and Antarctic Circle, the Greenwich Meridian and other time zones.

- **Place knowledge**
  - Identify geographical similarities and differences through the study of human and physical geography of one region in the UK, Europe and North or South America.

- **Human and physical geography**
  - Describe and understand key aspects of physical and human geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, the water cycle, types of settlement and land use, economic activity and the distribution of natural resources.

- **Geographical skills and fieldwork**
  - Use maps, atlases, globes and digital/computer mapping to locate countries.
  - Use the 8 points of a compass and four- and six-figure grid references and symbols to build knowledge.
  - Use a range of methods, including sketch maps, plans and graphs, and digital technologies, to record the human and physical features in the local area.

5. Cross-curricular links

d. Wherever possible, the geography curriculum will provide opportunities to establish links with other curriculum areas.

e. English

- Pupils are encouraged to use their speaking and listening skills to describe what is happening.
- Pupils' writing skills are developed through recording findings and creating reports.
- Pupils' vocabulary is developed through the use and understanding of specialist terminology.

f. Maths

- Pupils use their knowledge and understanding of measurement and data handling.
- Where appropriate, pupils record findings using charts, tables and graphs.
- Pupils use data analysis in order to identify patterns.

g. Science

- Pupils use their knowledge of the natural world to identify and analyse features of physical geography.
- Pupils' investigative and practical skills are developed through the use of fieldwork and problem-solving activities.

h. ICT

- ICT will be used to enhance pupils' learning.
- Pupils will use ICT to locate and research information.
- ICT will be used to record findings, using text, data and tables.

i. Spiritual development

- Pupils' development will be focussed on the vastness of the world, encouraging an appreciation and fascination.
- Pupils are encouraged to think about the effect of humans actions on the environment.

Current geographical developments and issues will be discussed in the classroom, where appropriate

5. Assessment

j. Pupils will be assessed, and their progression recorded in line with the school's **Assessment Policy**.

k. Throughout the year, teachers will plan on-going creative assessment opportunities to gauge whether pupils have achieved the key learning objectives.

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

- Talking to pupils and asking questions
- Discussing pupils' work with them
- Marking work against the learning objectives
- Specific assignments for individual pupils
- Observing practical tasks and activities
- Pupils' self-evaluation of their work
    - Formative assessment, which is carried out informally throughout the year, enables teachers to identify pupils' understanding of subjects and informs their immediate lesson planning.
    - In terms of summative assessments, the results of end-of-year assessments will be passed to relevant members of staff, such as the pupil's future teacher, in order to demonstrate where learners are at a given point in time.
    - Parents will be provided with a written report about their child's progress during the **summer** term every year. These will include information on the pupil's attitude towards geography, understanding of geographical terminology, investigatory skills and the knowledge levels they have achieved.
    - Verbal reports will be provided at parent-teacher interviews during the **Autumn** and **Spring** terms.
    - Pupils with special educational needs and disabilities will be monitored by the **special educational needs co-ordinator (SENDCO)**.

6. Adaptation

a. We recognise the fact that in all geography classes there are children with differing needs, and we seek to provide suitable learning opportunities for all pupils by

matching the challenge of the task to the individual needs of pupils. We will achieve this in a variety of ways, including:

- Making reasonable adjustments to the way in which we deliver the computing curriculum, such as providing transcripts of online learning videos to pupils with hearing impairments.
- With younger pupils and those pupils with complex special educational needs, assigning teaching assistant support to pupils, where appropriate, to enable greater one-to-one support.

7. Monitoring and evaluation

a. The Geography leader will meet with Head of School at least once a term, to review and evaluate the geography work within the school.
b. This policy will also be reviewed annually to ensure that it complies with the latest legislation, guidance and best practice.