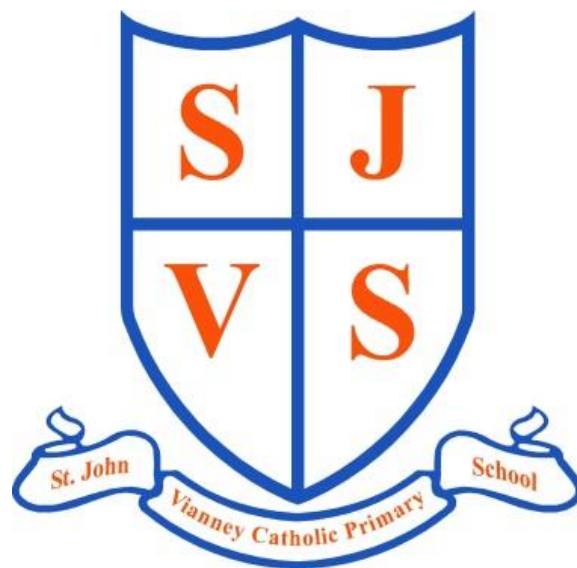


*St John Vianney
Catholic Primary
School*



Geography Policy

Contents:

Statement of intent

1. Legal framework
2. Roles and responsibilities
3. Early years provision
4. The national curriculum
5. Cross-curricular links
6. Teaching and learning
7. Planning
8. Assessment and reporting
9. Monitoring and review

Intent:

At St John Vianney, our geography curriculum is intended firstly to meet the national curriculum requirements for this subject.

Through our teaching of this subject we intend for our pupils to:

- increase and develop their geographical knowledge, skills, concepts and attitudes.
- have a progressive understanding of the place in which they live (locality, town, county...) comparing and contrasting with other places.
- make links between the physical and human features of different places, developing a deepening awareness of how these are shaped, interconnected and changed over time.
- develop a sense of responsibility both for the local area and the wider world.
- inspire a curiosity about the world they live in and develop their knowledge about diverse places, people, resources and natural and human environments.

Children will know more, remember more and understand more about the world and its people.

The Promotion of Equality in our Curriculum Provision

Through our curriculum provision in all subjects, we ensure that pupils understand the importance of embracing diversity and respecting difference. We seek to support our pupils in this vital aspect of their personal development through regular and relevant learning opportunities within our curriculum, including via the following means:

- Ensuring equality of access to opportunities for all pupils, preparing them for the diversity of life in modern Britain and more widely;
- Routinely using resources that accurately reflect the diversity and multi-culturalism of today's global societies, and ensuring that such resources are without prejudice or discrimination;
- Actively promoting values and attitudes that vehemently challenge any discriminatory behaviour, intolerance or prejudice.

Signed by:

_____	Headteacher	Date: _____
_____	Chair of governors	Date: _____

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'
- DfE (2017) 'Statutory framework for the early years foundation stage'

2. Roles and responsibilities

2.1. The geography coordinator (J. Percy) 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.

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 coordinator about key topics, resources and supporting individual pupils.

- Monitoring the progress of pupils in their class and reporting this on a termly basis.
- Reporting any concerns regarding the teaching of the subject to the geography coordinator or a member of the senior leadership team (SLT).
- Undertaking any training that is necessary in order to effectively teach the subject.

3. Early years provision

3.1. Activities and experiences for pupils will be based on the seven areas of learning and development, as outlined in the DfE's 'Statutory framework for the early years foundation stage'.

3.2. Provision for early years pupils focusses on four specific areas:

- Literacy
- Maths
- Understanding the world
- Expressive arts and design

3.3. All activities will adhere to the objectives set out in the framework.

3.4. In particular, geography-based activities will be used to develop pupils' understanding of the world, helping them to comprehend a world beyond their local community.

4. The national curriculum

4.1 The national curriculum is followed and provides a full breakdown of the statutory content to be taught within each unit (see: DfE (2013) 'National curriculum in England: geography programmes of study')

4.2 St John Vianney has also set out 'sticky knowledge' statements outlining the knowledge that we want to ensure 'sticks' with our pupils forever, therefore includes relatively few statements in comparison to the National Curriculum documents.

5. Cross-curricular links

5.1. Wherever possible, the geography curriculum will provide opportunities to establish links with other curriculum areas (while also ensuring our pupils understand the discrete nature of this subject).

5.2. 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 (tier 3) vocabulary.

5.3. 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.

5.4. 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.

5.5. Computing/ICT

- Technology, in a variety of forms, 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.

5.6. SMSC/ Personal development

- Pupils' spiritual development will be focussed on the vastness of the world, encouraging an appreciation and fascination of our amazing world.
- Pupils are encouraged to think about the effect of humans actions on the environment and their contribution, both positive and negative, to the world in which they live.
- Current geographical developments and issues will be discussed in the classroom, where appropriate.

6. Teaching and learning

- 6.1. Pupils will be taught to describe key characteristics and associated processes in common language, as well as understand and use technical terminology and specialist vocabulary.
- 6.2. Pupils will undertake independent work, and have the opportunity to work in groups and discuss work with fellow classmates.
- 6.3. Lessons will allow for a wide range of geographical, enquiry-based research activities, including the following:
 - Questioning, predicting and interpreting
 - Pattern seeking
 - Practical experiences
 - Collaborative work

- *Role-play and discussions*
- *Problem-solving activities*
- *Classifying and grouping*
- *Researching using secondary sources*

6.4. *Lessons will involve the use of a variety of sources, including maps, data, statistics, graphs, pictures and videos.*

6.5. *The class teacher, in collaboration with the geography coordinator, 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 tasks are appropriately scaffolded and pupils are effectively supported.*

6.6. *Opportunities for outdoor learning and practical work will be provided wherever possible, such as investigating local environmental problems.*

6.7. *Each year group will have the opportunity to undertake an external educational visit, which is geography based.*

7. Planning

- 7.1. All relevant staff members are briefed on the school's planning procedures as part of staff training.
- 7.2. In St John Vianney, geography is taught as a discrete lesson and as part of cross-curricular themes when appropriate.
- 7.3. Teachers will use the key learning content in the DfE's statutory guidance 'National curriculum in England: geography programmes of study'.
- 7.4. Planning will demonstrate a balance of interactive elements used in teaching, ensuring that all pupils engage with their learning.
- 7.5. Long-term planning will be used to outline the units to be taught within each year group.
- 7.6. Medium-term planning will be used to outline the vocabulary and skills that will be taught in each unit of work, as well as highlighting the opportunities for assessment.
- 7.7. Medium-term plans will identify learning objectives, main learning activities and differentiation.
- 7.8. Medium-term plans will be shared, as appropriate, with the geography coordinator to ensure there is progression between years.
- 7.9. Short-term planning will be used flexibly to reflect the objective of the lesson, the success criteria and the aim of the next lesson.
- 7.10. Short-term planning is the responsibility of the teacher. This is achieved by building on their medium-term planning, taking into account pupils' needs and identifying the method in which topics could be taught.
- 7.11. All lessons will have clear learning objectives, which are shared and reviewed with pupils.

8. Assessment and reporting

- 8.1. Pupils will be assessed and their progression recorded in line with the school's Assessment Policy.
- 8.2. Throughout the year, teachers will plan on-going creative assessment opportunities in order to gauge whether pupils have achieved the key learning objectives.
- 8.3. 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

- Observing practical tasks and activities
 - Pupils' self-evaluation of their work
 - The use of quizzes and informal assessment tasks within lessons
- 8.4. Formative assessment, which is carried out informally throughout the year, enables teachers to identify pupils' understanding of subjects and informs their immediate lesson planning.
- 8.5. 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.
- 8.6. Pupils with special educational needs and disabilities will be monitored by the special educational needs coordinator (L.Nagy)

9. Monitoring and review

- 9.1. The geography coordinator will review and evaluate the geography work within school through a range of monitoring activities (lesson observations, book scrutiny, pupil voice and learning walks) at least termly.
- 9.2. This policy will also be reviewed every two years to ensure that it complies with the latest legislation, guidance and best practice. Any changes made to this policy will be communicated to all teaching staff.