



Pilsley C of E Primary
Geography Policy
May 2021

Rationale and Ethos

At Pilsley C of E Primary School we are committed to providing all children with learning opportunities to engage in geography. This policy sets out a framework within which teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment. It has been developed through a process of consultation with school staff and governors.

Geography is an essential part of the curriculum, 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 through the study of place, space and environment. It contributes to the cultural, social, spiritual and moral life of children as they acquire knowledge of a range of different cultures and traditions, and learn tolerance and understanding of other people and environments. Geography is the subject in which pupils learn the skills of understanding a locality and how and where people fit into its overall structure. Developing geographical skills is essential as children live in a world that is wide open to them. With opportunities to travel and work in different cities and countries across the world, pupils need to use efficiently maps, charts and other geographical data. The opportunities for the children to carry out geographical enquiry are also of value.

The teaching of Geography would be difficult without acknowledging the future of our planet. The Geography Curriculum places great importance on the interaction between the physical and the human environment. Many areas of study give opportunities to make children aware of these effects upon their surroundings, their own responsibilities and how they can contribute to improving the environment, however small that contribution might be. Our local area is utilised fully to achieve personalised outcomes, with opportunities for outside learning embedded in practice.

Roles and Responsibilities

The **headteacher**, in consultation with the geography leader and staff will:

- Determine the ways in which geography supports, enriches and extends the curriculum.
- Decide on the provision and allocation of resources.
- Ensure that geography is implemented in a way that achieves the aims and objectives of the school.

The role and responsibilities of the **Geography leader** is to:

- allocate and monitor the effective use of resources within a delegated budget.
- monitor standards to ensure high quality teaching and learning. This may include pupil discussion, work scrutiny, lesson observation and moderation of work.
- involve staff in the development of the subject within school.
- keep staff informed of developments within Geography.
- ensure the school follows National Curriculum guidelines.
- evaluate the needs of the school and develop plans to meet those needs.

- support the needs of staff in regards to Geography.
- promote a positive attitude to Geography across the school.
- integrate new resources into the curriculum and train staff to ensure confidence in their use.
- liaise with external groups and individuals in relation to standards in the subject, including the link governor.
- be accountable for the standards within the subject.

The role and responsibilities of **class teachers** is to:

- identify opportunities to embed geography across the curriculum as appropriate.
- ensure at least an hour per week equivalent of curriculum time is dedicated to teaching the geography curriculum.
- ensure reasonable adjustments are taken to ensure all pupils can access the geography curriculum.
- evidence teaching and learning as appropriate to the scheme of work.
- Make informed judgements of pupil attainment in Geography.

Curriculum Design

Intent

Geography helps children to explore the natural and human worlds – asking questions and discovering how the world works. Children are encouraged to develop an understanding of our world, how everything is connected and their place within it. The Geography curriculum at Pilsley enables the children to cultivate a range of investigation and problem solving skills as well as developing an understanding of geographical concepts, key knowledge and skills.

We seek to inspire in our children a connection and fascination with the world and its people, locally and beyond. We aim to promote the children's curiosity about diverse places and people. Through geography, children will explore and compare a range of natural and human environments to deepen their understanding of the Earth's network of physical and human processes.

At the core of our Geography curriculum is the NC programme of study, which is personalised for our children. Progression is ensured by the effective assessment of impact. This curriculum prepares our children for their future education and life beyond.

Implementation

Children participate in physical hands-on activities and create a range of independent work in books as well as group projects and presentations to evidence their key learning in each topic. This allows class teachers to assess their knowledge acquisition and skills progression in a variety of

ways. Teachers will use this information to inform future learning for the children. At the end of each topic the children will use the topic web in their books to self-assess against each subject within the topic. Assessment for Learning is embedded in practice, with both staff and children continually reflecting on their learning, allowing for support and extension in both knowledge and skills. In every area of school life our pupils are given very high expectations in their behaviour. We have a successful rewards and consequences system, which progresses throughout the school to maintain effectiveness.

Impact

Our Geography Curriculum is high quality and well planned to demonstrate progression. If children are achieving in line with our curriculum, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through the following methods: a reflection on standards achieved against the planned outcomes and pupil discussions about their learning. Assessment for Learning is embedded in practice, with both staff and children continually reflecting on their learning, allowing for support and extension in both knowledge and skills.

At Pilsley, both summative and formative assessments in Geography are carried out by our class teachers. This is done informally during the course of teaching, through observation and questioning and at the end of each unit of work. Teachers complete pupil assessments in order to update the children's attainment and progress in relation to the program of study. These assessments are then used to assist in reporting to the parents and passed on to the subsequent class teacher to inform future planning. Termly observations are carried out by the subject co-ordinator, to assess children's progress and to suggest areas for development for staff, maintaining quality first teaching.

Outcomes in books evidence a broad and balanced Geography curriculum and demonstrate the children's acquisition of identified key knowledge. Children are actively encouraged to identify their own target areas, with support from their teachers through discussion. Children are also encouraged to record what they have learned comparative to their starting points at the end of every topic.

To summarise, we assess children's work in Geography by making informal judgements as we observe them during each Geography lesson. On completion of a piece of work, the teacher marks the work and comments as necessary, as per the whole school marking policy. At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil if they have yet to obtain, met or exceeded the unit objectives based on those stipulated in the curriculum. We use this as a basis for assessing the progress of the child at the end of the year.

Every student has an equal right to a challenging and enlightening Geography curriculum. By teaching this subject to a high standard and developing effective, inquisitive learning behaviours

in our children, we aim to inspire all children at Pilsley C of E primary to achieve their full potential. Children will leave Pilsley prepared for their future education and life beyond.

Home School Links

Our school website promotes the school and children's achievements as well as providing information and communication between the school, parents and the local community. Facebook is used to keep parents up to date in an accessible way. Texts and emails are sent to parents as reminders or to inform as an addition to sending letters home with children.

Safeguarding

In cases where there is a safeguarding risk, school safeguarding policy in relation to Keeping Children Safe in Education 2018 will be followed. All external contributors will be informed of our safeguarding policy prior to working with the children. We also recognise there may be disclosures that aren't safeguarding issues, but opportunities to support the child. If this occurs staff may refer to or suggest appropriate local or national support services or information for pupils and/or their families. If a question raises potential safeguarding concerns, staff should respond in a way that will allow them time to seek advice from the Safeguarding Lead or Deputy Safeguarding Lead by replying with for instance: 'That is a really interesting question and I need time to think because I want to give you a proper answer.'

Equal Opportunities, Inclusion, Special Educational Needs and Disabilities (SEND)

Schools have a responsibility to provide a broad and balanced curriculum for all pupils.

We aim to encourage all pupils to reach their full potential through the provision of varied opportunities and differentiated lessons. Through the teaching of Geography we aim to develop awareness of ethnic, cultural and economic diversity of human society and to foster positive attitudes to all people. Care is taken when selecting source material that a range of perspectives and viewpoints are represented including those of men and women from different racial, national and religious groups. Care is also taken that societies are not just represented from the British perspective but also from their own. The importance of the pupils' own cultural background is recognised as a resource which may give an alternative perspective on events of the past as well as the present. The Geography co-ordinator will liaise with the SENCO to ensure that the children with SEN achieve their full potential in Geography lessons and activities.

Educational Visits

We aim to provide strong foundations for children's development of geographical knowledge, skills and understanding, by making best use of primary and secondary resources in our local area. Educational visits to places of geographical value will be used to support the pupils work in Geography. The learning process will be based on direct experience and practical activities and will take into account the pupils own interests, experiences and activities.

Links to Other School Policies

This policy should be read alongside the following policies:

- Marking and Feedback
- Assessment

Engaging stakeholders

This policy has been produced through engagement with the Headteacher, Governors and Teaching Staff. We will communicate with parents and carers through Pilsley's school website, Pilsley's Facebook Page as well as letters to parents and discussions during parent meetings. As a school we feel it is important to keep parents informed about what we will be discussing so that they can support their child's learning and answer any questions they may have at home. Outside visitors are used to enhance the Geography curriculum overall. Visitors are required to follow the ethos of this policy in line with Pilsley's School Visitors and Volunteers Policy.

Geography Policy review date

This policy will be reviewed in June 2023 by the Geography Lead. This will ensure that the policy continues to meet the needs of pupils, staff and parents and that it is in line with current Department for Education advice and guidance.

Appendices

Appendix 1: End of Key Stage Statements

Appendix 2: Key websites to support teaching and learning

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<https://www.gov.uk/government/publications/national-curriculum-in-england-geography-programmes-of-study/national-curriculum-in-england-geography-programmes-of-study>

Appendix 2: Key websites to support teaching and learning

<https://maestro.cornerstoneseducation.co.uk/library/2470>

<https://www.bbc.co.uk/bitesize/subjects/z2f3cdm>

<https://www.twinkl.co.uk/>