







Bleak Hill Primary School

GEOGRAPHY POLICY

SUMMER 2022

Geography (England)

| Date | Review Date | Subject Leader | Nominated Governor |
|-----------|-------------|-----------------------------------|---------------------------|
| June 2022 | June 2025 | Sophie Jones Charlotte Darroch | Phil Glover Lisa Moore |

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| <u>Vision</u>  | <p>At Bleak Hill, we aim to inspire and ignite our pupil's curiosity about the world they live in, how it has been formed and how is it constantly changing over time.</p> <p>We want to inspire children to be lifelong learners who seek opportunities to explore the wider world that we live in.</p> |
| <u>Intent</u>  | <p>The intention of our Geography curriculum is to increase children's awareness, knowledge and understanding of other places and cultures.</p> <ul style="list-style-type: none"> - Transform knowledge of everyday matters into meaningful geographical activities. - Develop children's graphic skills, including how to use, draw and interpret maps and atlases. - Make pupils aware of environmental issues at local, regional and global levels. - Help children to make informed decisions about how to live their lives now and in the future including how to understand and commit to sustainable development. - Develop a variety of skills including those in relation to problem-solving, computing and presenting conclusions in the most appropriate way. |
| <u>Implementation</u>  | <p>Following the National Curriculum as a basis, teaching all statutory content, with a half term dedicated to Geography teaching every term (3 half terms per year group).</p> <p>With a focus on location, place and where the children fit into the physical world in EYFS & KS1, prior to building ideas about the influence of people and the changing world through KS2.</p> <p>World's locational knowledge is taught throughout the school with progression through year groups. Consistent use of place through the school.</p> <p>Knowledge and skills carefully considered across topics to build on previous topics and transferable concepts.</p> |
| <u>Impact</u>  | <p>Retrieval based learning techniques for every lesson in the sequence (at least 2 formally evidenced per topic)</p> <p>Evaluations for each lesson to provide formative assessment</p> <p>Exit tasks to gain a summative judgment</p> |

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We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Education Act 1996
- Education Act 1997
- Standards and Framework Act 1998
- Education (National Curriculum) (Temporary Exceptions for Individual Pupils) (England) Regulations 2000
- Education Act 2003
- Equality Act 2010

The following documentation is also related to this policy:

- Teaching a broad and balanced curriculum for education recovery (DfE 2021)
- The Education Inspection Framework (Ofsted 2021)
- An investigation into how to assess the quality of education through curriculum intent, implementation and impact (Ofsted 2018)
- Designing and Timetabling the Primary Curriculum - a practical guide for Key Stage 1 and 2 (Qualifications and Curriculum Authority 2002)
- Equality Act 2010: Advice for Schools (DfE)
- The National Curriculum in England Framework Document (DfE) 2014
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

We believe that 'geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.' (The National Curriculum in England Framework Document (DfE) 2014)

We have a duty to ensure compliance with the revised National Curriculum and with the application of the new programmes of study and attainment targets. We understand that 'the National Curriculum provides pupils with an introduction to the core knowledge that they need to be educated citizens.'

Our well-balanced curriculum promotes the spiritual, moral, cultural, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of later life. We will develop pupils' spoken language, reading and writing in all subjects and will develop pupils' mathematical fluency.

We strive to provide a curriculum that all pupils will find enjoyable with them understanding the relevance of their lessons. This can only be achieved by using the experience, enthusiasm and

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specialism of individual teachers who provide interesting, relevant, purposeful and differentiated lessons based on real-life experiences, wherever possible, in a structured well-ordered classroom environment.

Annually we undertake a subject evaluation that is based on the following questions:

- How do we design and provide a curriculum that is broad and balanced for all pupils? (Curriculum Intent)
- How do we deliver our curriculum through teaching, assessment and feedback? (Curriculum Implementation)
- How do we assess pupil achievement through external tests/exam results and by our own school data? (Curriculum Impact)

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims

- To ensure that all pupils 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.
- To ensure that all pupils 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.
- To ensure that all pupils are competent in the geographical skills needed to:

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

(The National Curriculum in England Framework Document (DfE) 2014)

- To promote the teaching of numeracy and literacy within all subjects.
- To evaluate the school curriculum by focusing on curriculum intent, implementation and impact.
- To share good practice within the school.
- To work with other schools to share good practice in order to improve this policy.

Roles and Responsibility for the Policy

Role of the Governing Body

The Governing Body has:

- appointed a member of staff to be responsible for the curriculum leadership of Geography;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring compliance with the legal requirements of the National Curriculum;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all linked policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in:
 - ☐ determining this policy with the Governing Body;
 - ☐ discussing improvements to this policy during the school year;
 - ☐ organising surveys to gauge the thoughts of all pupils;
 - ☐ reviewing the effectiveness of this policy with the Governing Body
- nominated a link governor to:
 - ☐ visit the school regularly;
 - ☐ work closely with the Headteacher and the coordinator;
 - ☐ ensure this policy and other linked policies are up to date;

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- ☐ ensure that everyone connected with the school is aware of this policy;
 - ☐ attend training related to this policy;
 - ☐ report to the Governing Body every term;
 - ☐ annually report to the Governing Body on the success and development of this policy.
- responsibility for the effective implementation, monitoring and evaluation of this policy.

Role of the Headteacher

The Headteacher will:

- work in conjunction with the Senior Leadership Team to ensure all school personnel, pupils and parents are aware of and comply with this policy;
- ensure teachers:
 - ☐ 'have good knowledge of the subject(s) and courses they teach;
 - ☐ have effective support for those teaching outside their main areas of expertise;
 - ☐ present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching;
 - ☐ check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback and in doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches;
 - ☐ design their teaching to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts;
 - ☐ use assessment well in order to help learners embed and use knowledge fluently or to check understanding and inform teaching;
 - ☐ create an environment that allows the learner to focus on learning;
 - ☐ develop a rigorous approach to the teaching of reading in order to develop learners' confidence and enjoyment in reading;
 - ☐ use reading materials at the early stages of learning to read that are closely matched to learners' phonics knowledge'.

(Amended from the 'Education Inspection Framework' (Ofsted 2021))

- work closely with the curriculum leader, subject leaders and the link governor;
- ensure compliance with the legal requirements of the National Curriculum;
- consider disapplying a pupil from all or part of the National Curriculum for a period of time if this will benefit the child;
- encourage parents to take an active role in curriculum development;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by;
 - ☐ observing teaching and learning
 - ☐ planning scrutinies and work trawls
 - ☐ discussions with pupils and members of the school council

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- annually report to the Governing Body on the success and development of this policy.

Role of the Curriculum Leader

The Curriculum Leader will:

- provide strategic leadership and direction;
- provide a curriculum that provides pupils with the essential knowledge they need to be educated citizens in democratic Britain;
- coordinate a number of working parties in order to explore ways of improving the curriculum and the way in which we deliver it with a view of ensuring the highest standards of delivery and consistency in pupil's learning and teaching experiences and opportunities throughout the school;
- provide an environment that is fun, stimulating and challenging to all pupils;
- promote an awareness of and respect for a diversity of cultures, values, beliefs and abilities;
- equip children with a range of skills and a desire for lifelong learning;
- ensure appropriate coverage of the curriculum;
- provide support and advice;
- monitor pupil progress;
- ensure sufficient and up to date resources are in place.

Role of the Subject Leader

The Subject Leader will:

- lead the development of this policy throughout the school;
- work closely with the Headteacher, curriculum leader, the nominated governor and SENCO;
- be accountable for standards in this subject area;
- monitor standards by:
 - ☐ auditing the subject area
 - ☐ review of the scheme of work
 - ☐ monitoring teachers planning
 - ☐ lesson observations
 - ☐ scrutinising children's work
 - ☐ discussions with pupils
- work in conjunction with the Headteacher, Senior Leadership Team, the Curriculum Leader, Subject Leaders, teaching and support personnel to provide statements on each of the following:

| We ... | Evidence |
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| Intent | <ul style="list-style-type: none"> have constructed a 'curriculum that is ambitious and designed to give all learners the knowledge and cultural capital they need to succeed in life' by: | Long Term Plans Significant Individuals Trips and Visits |
| | <ul style="list-style-type: none"> provide a curriculum that is 'coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment' by: | Long Term Plans Medium Term Plans Bespoke Knowledge Organisers |
| | <ul style="list-style-type: none"> have the 'same academic, technical or vocational ambitions for almost all learners and we have designed an ambitious curriculum to meet the needs of some learners with high levels of SEND' by: | Access for all documents |
| | <ul style="list-style-type: none"> ensure 'learners study the full curriculum 'specialising' only when necessary' by: | Following National Curriculum Building sequenced lessons |
| Implementation | <ul style="list-style-type: none"> ensure 'teachers have good knowledge of the subject(s) and courses they teach' by; | Access to National College CPD |
| | <ul style="list-style-type: none"> provide 'effective support for those teaching outside their main areas of expertise' by: | Access to National College CPD Support from Curriculum Leaders |
| | <ul style="list-style-type: none"> ensure 'teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching' by: | Subject portfolios Book evaluations Progression of knowledge and skills documents |
| | <ul style="list-style-type: none"> ensure teachers 'check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback' by: | Misconceptions box on Medium Term Plans Feedback policy |
| | <ul style="list-style-type: none"> ensure teachers 'respond and adapt their teaching as necessary, without unnecessarily elaborate of differentiated approaches by: | Access for All documents |

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| | <ul style="list-style-type: none"> ensure 'over the course of study, teaching is designed to help learners to remember in the long term the content they have been and to integrate new knowledge into larger concepts' by: | Access to National College CPD |
| | <ul style="list-style-type: none"> ensure assessment is used well in order to 'help learners embed and use knowledge fluently or to check understanding and inform teaching' by: | Exit Tasks Assessment spreadsheet Access for All Documents |
| | <ul style="list-style-type: none"> 'understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or learners' by: | Exit Tasks Assessment Spreadsheet format |
| | <ul style="list-style-type: none"> ensure 'teachers create an environment that allows the learner to focus on learning' by: | REACH approach High expectations across school Working Walls Whole School Displays |
| | <ul style="list-style-type: none"> ensure 'the resources and materials that teachers select reflect the provider's ambitious intentions for the course of study and clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment' by: | Lessons planned around key knowledge, not activities Progression of knowledge and skills documents |
| | <ul style="list-style-type: none"> ensure 'a rigorous approach to the teaching of reading develops learners' confidence and enjoyment of reading' by: | Reading spine with books allocated to each topic |
| | <ul style="list-style-type: none"> ensure that 'at the early stages of learning to read, reading materials are closely matched to learners' phonics knowledge' by: | Exit tasks End of unit assessments Continuous questioning |
| Impact | <ul style="list-style-type: none"> ensure 'learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well' by: | Exit tasks End of unit assessments Continuous questioning |
| | <ul style="list-style-type: none"> ensure 'learners are ready for the next stage of education, employment or training' by: | Exit tasks End of unit assessments Continuous questioning |

(Quotes taken from the Education Inspection Framework (Ofsted 2021))

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- ensure continuity and progression throughout the school;
- devise a subject improvement plan;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises regarding;
- attend appropriate and relevant INSET;
- keep up to date with new developments;
- undertake an annual audit and stock take of resources;
- purchase new resources when required and in preparation for the new academic year;
- manage the subject budget effectively;
- undertake risk assessments when required;
- review and monitor;
- annually report to the Governing Body on the success and development of this policy.

Role of Teachers

Teachers will:

- comply with all aspects of this policy;
- work closely with the subject leader to develop this policy;
- devise medium and short term planning;
- develop mathematical fluency, numeracy and mathematical understanding in all subjects;
- develop pupils' spoken language, reading, writing and vocabulary in all subjects;
- plan and deliver good to outstanding lessons;
- plan differentiated lessons which are interactive, engaging, of a good pace and have a three part structure;
- have high expectations for all children and will provide work that will extend them;
- assess, record and report on the development, progress and attainment of pupils;
- achieve high standards;
- celebrate the success of pupils in lessons
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

Role of Pupils

Pupils will:

- be aware of and comply with this policy;
- be encouraged to work in partnership with the school by making decisions and exercising choice in relation to their educational programme;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- participate fully in all lessons;
- participate in discussions concerning progress and attainment;
- treat others, their work and equipment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;

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- liaise with the school council;
- take part in questionnaires and surveys.

Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy;
- be encouraged to take an active role in the life of the school by attending:
 - ☐ parents and open evenings
 - ☐ parent-teacher consultations
 - ☐ curriculum development workshops
- be encouraged to work in school as volunteers;
- be encouraged to respond to curriculum information newsletter;
- be informed via termly newsletters of their child's topics;
- asked to provide suggestions and ideas for improving this subject;
- be asked to take part periodic surveys conducted by the school on curriculum development;
- be invited to make presentations to pupils on aspects of this subject area;
- encourage effort and achievement;
- encourage completion of homework and return it to school;
- provide the right conditions for homework to take place;
- expect their child to hand in homework on time;
- join the school in celebrating success of their child's learning.

Policy Procedure

Teaching and Learning Style

We use a variety of teaching and learning styles in order to develop children's knowledge, skills and understanding. Our Curriculum is driven by a number of key concepts which allow for deeper enquiry of topics.

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principles at Bleak Hill



What is it?
The REACH principle outlines the key parts underpinning every lesson taught at Bleak Hill. We use these steps to ensure consistent teaching and learning, which is adapted to meet each child's needs.

Why is it important?
The REACH principle was created based on evidence-informed research and was developed to include key aspects which can be drawn upon in every lesson. Children are encouraged to develop their knowledge of not just their learning, but HOW we learn and how to improve.

At Bleak Hill we give every child the opportunity to 'REACH' their full potential.



for all...

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| R | Retrieval of previous learning | Recently, a growing body of research has shown that the practice of remembering previously studied information (i.e., retrieval practice) is more advantageous for long-term retention. |
| E | Explain and explore new concepts and knowledge | 'Knowledge is power'. Knowledge does much more than just help hone their thinking skills: it actually makes learning easier. Knowledge is not only cumulative, it grows exponentially. Those with a rich base of factual knowledge find it easier to learn more — the rich get richer. The more you know, the easier it is to learn. |
| A | Access new vocabulary | Vocabulary is critical to a child's success. Vocabulary growth is directly related to school achievement. Vocabulary helps children to think and learn about the world and expanding a child's knowledge of words provides unlimited access to new information. |
| C | Complete task | Children apply their previous and new knowledge, skills and understanding to a different situation. Children are encouraged to utilise their broader knowledge, work collaboratively, use their problem solving skills and be creative. |
| H | How much have you learnt? | 'What have you learnt?' 'How much have you learnt?' 'What do you know now that you didn't before?'... allows pupils to reflect on what they have just done and how what they have done fits into a broader context. |

How do we teach Geography?

In all Key Stages, Geography needs to be related to the children's own experience and it must stimulate a desire to discover more about the world in which we live.

EYFS

In this phase, children are guided to make sense of their physical world and community through opportunities to explore, observe and find out about people, places, technology and their environment.

They will:

- enjoy playing with small world models such as farms or a train track.
- be encouraged to notice detailed features of objects in their environment.
- listen to stories about places and journeys.
- create simple maps, plans, paintings, drawings and models of the local area and imaginary landscapes.
- use role play, story and imagination to explore cultural differences and similarities.
- they will learn about similarities and differences between themselves and others, among families, communities and traditions.

Key Stage 1

- Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.
- In this stage, children will:
- Investigate and learn about the physical and human features of their environment and appreciate how their locality is similar to and different from other places.

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- Focus on geographical questions like What/Where is it? How did it get like this? How is it changing?
- Develop and use geographical enquiry skills, including fieldwork skills, geographical terms, making and using maps and using photographs.

Key Stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

In this stage, pupils will:

- Study places (including the local area, the United Kingdom, Europe and the Americas) and themes (including climate, water, settlements, land use and trade). They will investigate how people and places are linked and how they relate to the wider world.
- Focus on geographical questions such as What is it like? How did it get like this? How and why is it changing?
- Develop and use geographical enquiry skills, including:
 - Using maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
 - Using the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.
- Benefit from the opportunity to experience different geographical locations during fieldwork visits.

In both Key Stages 1 and 2, we plan using geographical enquiry questions, which help to focus planning, learning and assessment.

Curriculum Planning and Organisation

Teachers collaborate on the planning of the subject to ensure parity in provision and to share expertise. Curriculum planning is managed in two phases namely:

Overview of Topics covered each year in Geography:

EYFS:

People, Culture and Communities taught throughout the year.

Year 1

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- Local Area 'Our School'
- UK – Our Country
- Weather Patterns

Year 2

- The Seven Continents and Five Oceans
- Kenya
- Fieldwork on a Local Area

Year 3

- The UK
- Europe
- India

Year 4

- Rivers and the Water Cycle
- North America
- Spain and Catalonia

Year 5

- Marvellous Maps
- Climate Zones and Tectonic Plates
- Enough for Everyone

Year 6

- Our Changing World
- South America
- Trade and Economics

Long Term Planning

- details what is to be taught over the year;
- provides teaching guidelines and overall objectives for each year group for the whole year.

Medium Term Planning

- organises the subject into termly or half-termly sections
- is more detailed and the objectives are more specific in nature
- is developed by the teachers, who respond to the needs of their pupils
- ensures a balanced distribution of work is undertaken across each term
- key knowledge identified
- misconceptions
- previous learning

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- future learning
- evaluation of learning
- details the subject curriculum over the unit of work
- plans lessons in detail with specific class objectives
- sets individual learning goals for each pupil

Links with ICT

The use of information and communication technology will promote, enhance and support the teaching of this subject area.

Inclusion

We believe that we are an educationally inclusive school as we are concerned about the teaching and learning, achievements, attitudes and well-being of all our pupils. We aim to provide places for all pupils who express a preference to join this school.

We work hard to offer equality of opportunity and diversity to all groups of pupils within school such as children:

- from both sexes;
- who have Special Educational Needs;
- who are looked after;
- from minority faiths, ethnicities, travelers, asylum seekers, refugees;
- who are gifted and talented;
- who are at risk of disaffection;
- who are young carers;
- who are sick;
- who have behavioural, emotional and social needs;
- from families who are under stress.

We believe we have a duty to ensure that all children have equal rights to the opportunities offered by education and that all children will be encouraged to fulfil their potential in their academic, physical and creative achievements.

We want to give all children the right to access high quality educational experiences, to take part in a broad and balanced curriculum and to be part of the social life of the school.

We recognise that within the school we have more able, gifted and talented children. We believe that:

- more able children demonstrate a higher ability than average for the class and often require differentiated tasks and opportunities to learn through challenges;
- gifted children are those who have the ability to do well in more than one subject;
- talented children demonstrate an innate talent or skill in creative, cultural or sporting fields.

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We have an even greater obligation to plan and deliver well-structured lessons with appropriate assessment plus ambitious targets for pupils who have low levels of prior attainment or come from disadvantaged backgrounds.

Also, we have a duty to cater for pupils whose first language is not English by planning teaching opportunities to help them develop their English and to gain full access to the National Curriculum.

Differentiation

Differentiation is best defined as 'the process by which differences between learners are accommodated so that all students in a group have the best possible chance of learning.' (Geoff Petty)

The main purpose of differentiation is to challenge and raise standards of learning by ensuring that curriculum objectives are accessible to all our children despite their backgrounds or abilities. We see differentiation as a form of integration and not exclusion.

Differentiation must reflect the learning objective and can be achieved in a variety of ways either by task, by support or by outcome and should be chosen by fitness for purpose.

We want all children to achieve success, therefore we will ensure they are given differentiated tasks that are matched to their level of attainment so that they can demonstrate successfully what they know, understand and can do.

The main feature of effective differentiation is good planning resulting in effective teaching and learning with children making good progress. Also we expect to see in all classes interested well motivated children responding to challenges, children working productively on task and being aware of their own progression.

Special Educational Needs

We want pupils with identified special educational needs to have full access to all subjects of the National Curriculum with teachers planning lessons that have no barriers to pupils achieving and with appropriate targets relating to the subject.

Assessment for Learning

Teachers will:

- carry out continuous assessment;
- use short-term assessments matched to the teaching objectives to adjust their planning;
- make comments in pupil's books related to the teaching objective;
- carry out medium-term assessments to measure progress against key objectives to adjust planning;
- carry out long-term assessment to assess progress against school and national targets;
- administer national tests and assessment in Y2 and Y6;
- carry out tests at the end of Y3, Y4 and Y5;
- use long-term assessments to help them plan for the next academic year;
- inform parents and carers of their child's progress and targets.

Monitoring and Review of the Subject

Monitoring of standards of children's work and the quality of teaching is the responsibility of the subject coordinator supported by the Headteacher and the SLT.

Standards will be monitored by:

- ☐ looking at pupils work
- ☐ subject observations
- ☐ pupil discussions
- ☐ audit of subjects
- ☐ scrutiny of planning
- ☐ general curriculum discussions

Contribution of the Subject to other Areas of the Curriculum

Geography contributes to History, Mathematics, Literacy, Science, Design Technology, Citizenship, Environmental Education, PE.

Resources

The school has a full range of resources to support the teaching of this subject throughout all year groups. Resources are upgraded and replenished when the need arises. An annual stock take and audit is undertaken by the subject coordinator in the summer term in preparation for the next academic year.

Raising Awareness of this Policy

We will raise awareness of this policy via:

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| <ul style="list-style-type: none">▪ School Handbook/Prospectus;▪ School website;▪ Staff Handbook;▪ Meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops;▪ School events;▪ Meetings with school personnel;▪ Written communications with home such as weekly newsletters and of end of half term newsletters;▪ Annual report to parents; | <ul style="list-style-type: none">▪ Headteacher reports to the Governing Body;▪ Information displays in the main school entrance;▪ Text messages;▪ Email;▪ Social media:<ul style="list-style-type: none"><input type="checkbox"/> Facebook<input type="checkbox"/> Twitter<input type="checkbox"/> Virtual pin boards<input type="checkbox"/> School blog |
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Training

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We:

- have in place appropriate training for this policy that is undertaken by a registered training provider that covers:
 - ☐ All aspects of this policy
 - ☐ National Curriculum programmes of study and attainment targets for all subjects
 - ☐ Curriculum
 - ☐ Teaching and learning
 - ☐ Planning
 - ☐ Differentiation
 - ☐ Assessment
 - ☐ Monitoring and Evaluation
 - ☐ Special Educational Needs
 - ☐ Academically More Able, Gifted and Talented Pupils
 - ☐ Key skills

- ☐ Equal opportunities
- ☐ Inclusion

- ensure the content of all training is correct, delivered well and engages staff as we believe that the more engaging training is, the better the outcomes that we need to measure;
- can provide data that evidences staff understanding by using a simple short multiple-choice test through one of the following applications such as Google Forms, Microsoft Forms, Kahoot or SurveyMonkey;
- have in place evidence for all staff:
 - ☐ that highlights the knowledge gaps in the training;
 - ☐ that shows how those knowledge gaps were corrected.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Race Disparity Audit

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

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The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

Monitoring the Implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

Linked Policies

- Academically More Able, Gifted and Talented Pupils
- Assessment
- Curriculum
- Curriculum Intent, Implementation and Impact
- Differentiation
- English as an Additional Language (EAL)
- Monitoring and Evaluation
- Self-Evaluation and School Improvement
- Special Educational Needs
- Teaching and Learning

See Appendices Documents section on Policies for Schools Website

- Frequency of Policy Monitoring
- Monitoring Implementation and Policy Effectiveness Action Plan
- Initial Equality Impact Assessment
- Policy Evaluation
- Policy Approval Form

We believe this school policy:

- is an essential part of the school;
- supports staff in managing certain situations;
- forms an important framework that will ensure consistency in applying values and principles throughout the establishment;
- provides guidance, consistency, accountability, efficiency, and clarity on how the school operates;
- provides a roadmap for day-to-day operations;
- ensures compliance with laws and regulations, gives guidance for decision-making, and streamlining internal processes;
- is designed to influence and determine all major decisions, actions and all activities taking place within the boundaries set by them;
- stems from the school's vision and objectives which are formed in strategic management meetings.

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|---------------------------------|-----------------|--------------|--|
| Headteacher: | Mrs M Lawrenson | Date: | |
| Chair of Governing Body: | Mr W Alexander | Date: | |

Addendum

We acknowledge the recent DfE non-statutory guidance 'Teaching a broad and balanced curriculum for education recovery' which offers suggestions:

- to teachers and leaders in reception and key stages 1 to 3;
- to help decide how to prioritise elements within their curriculum for education recovery;
- based on the good practice evident in many schools;
- to continue to teach a broad and balanced curriculum in all subjects including what pupils learn from educational visits and visitors to the school;
- to prioritise teaching missed content that will allow pupils to make sense of later work in the curriculum which includes key knowledge, skills, vocabulary, concepts and the links between concepts;
- to take a subject-specific approach when prioritising what to teach;
- that when making curriculum adjustments they should be informed by:
 - ☐ an understanding of the critical content for progression in each subject;
 - ☐ what pupils do and do not know.
- that questioning and discussion will reveal pupils gaps, misconceptions and insecure knowledge, so that effective learning can be implemented.

(Amended from 'Teaching a broad and balanced curriculum for education recovery' (DfE 2021))

Key stage 1 Focus is on ensuring:

- pupils have gained adequate knowledge of different places;
- teaching explores a few well-chosen locations in depth;
- the regular use of atlases and maps to reinforce pupils' locational knowledge and their sense of place;
- geographical fieldwork remains important;
- key knowledge and skills should be the focus to address missed education and provide the basis for knowledge that will be needed later.

Key stage 2 Focus is on ensuring:

- pupils have gained adequate knowledge of different places;
- teaching explores a few well-chosen locations in depth;
- the regular use of atlases and maps to reinforce pupils' locational knowledge and their sense of place;
- geographical fieldwork remains important;
- curriculum adjustments prioritise critical underpinning knowledge such as weather and climate, geology, topography, trade links, and natural resources and their distribution;

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- a secure grasp of this underpinning knowledge will ensure that they are ready to learn subsequent knowledge about human and physical processes.

Key stage 3 Focus is on ensuring:

- pupils have gained adequate knowledge of different places;
- teaching explores a few well-chosen locations in depth;
- the regular use of atlases and maps to reinforce pupils' locational knowledge and their sense of place;
- geographical fieldwork remains important;
- pupils gain a depth of knowledge and builds stronger sense of place by understanding the importance of the interconnection between human and/or physical processes, the location(s) studied and the effects on people and the environment.

(Amended from 'Teaching a broad and balanced curriculum for education recovery' (DfE 2021))