

## Geography

Date	Review Date	Subject Leader	Nominated Governor
14.03.18	14.03.19	Melissa Baggott	-

### Rationale

Through Geography the children of Cavendish Close Infant School are developing an understanding of the world in which we live. They will begin to understand how where they live fits into the wider world and an understanding of the issues that affect us all.

*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.'* (The National Curriculum in England Framework Document (DfE) 2014)

At Cavendish Close we will 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, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of later life.

We wish to work closely with the School Council and to hear the opinions of each child. Here at Cavendish Close we value the child's voice and believe it helps each individual on their learning journey.

### Aims

1. To cover the specific content determined by the National Curriculum programme of study.
2. To develop enquiry skills and conceptual understanding, especially in the key elements for Key Stage 1 – their local environment and make a comparison to a Non- European country.
3. To make links with other curriculum areas where appropriate.
4. To arouse and sustain interest in Geography and the world.
5. To understand where their locality fits into the wider world.

6. To help pupils develop skills such as the use of maps, observation of environments and making comparisons.
7. To understand that there are issues that affect everyone in the wider world, e.g. the environment, climate change.

### Key Stage 1

In Key Stage 1 these focus areas can be taught in the following teaching units

- Our school within its locality
- A small area of the United Kingdom
- A small area of a contrasting non-European country
- Weather patterns in the United Kingdom.
- Hot and cold areas of the world.
- The United Kingdom
- The World

### **The teaching and learning of geography**

A topic-based approach to curriculum planning is employed within the school. The teaching of Geography is organised through termly or half-termly topics.

1. In the Early Years Foundation Stage & Key Stage 1 the children will be taught Geography as part of the topics covered, taking into account the requirements of the Early Years Framework (Understanding of the World) and the National Curriculum.
2. There will be opportunities for a variety of pupil experiences including whole-class teaching, group work and individual work. There will be a strong emphasis on investigative work. Children should be given the opportunity to select, organise and interpret geographical information as individuals and as members of a group.
3. Pupils should be encouraged to question their findings and consider possible reasons for differences in places or localities. They should be encouraged to communicate and record their findings orally, visually and in various forms of writing.
4. Children going on visits will be encouraged to report on their opinions of a place and discuss them with their peers. Reports can be given by writing them down or discussed orally. Children will communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills.
5. To promote the teaching of numeracy and literacy within all subjects.
6. To share good practice within the school.
7. To work with other schools to share good practice in order to improve this policy.  
(The National Curriculum in England Framework Document (DfE) 2014)

## Computing

1. This will be used wherever possible and relevant as a teaching tool and as a resource for the children to access. For example, laptops/iPads, videos, cameras, interactive magnifying glasses and the internet as appropriate to the topic.

## Equal Opportunities & Inclusion

1. Geography is invaluable in emphasising the importance of equality of opportunity, particularly by contributing to our children's knowledge and understanding of people in other societies, religions cultures and countries as well as their own.
2. All pupils are entitled to an equal opportunity to achieve progress in geography, irrespective of race, gender or ability.
3. Care will be taken in the choice of texts and resources we use. Whilst sensitivity is necessary to avoid giving offence to some groups or individuals, issues relating to race or gender should be discussed in their geographical contexts.

## 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 the development, approval, implementation and review of this policy;
- nominated a link governor to visit the school regularly, to liaise with the Headteacher and the coordinator and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy

## Role of the Headteacher and Senior Leadership Team

The Headteacher and the Senior Leadership Team will:

- ensure all school personnel are aware of and comply with this policy;
- work closely with the subject leader 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 learning walks
  - discussions with pupils and members of the school council
  - annually report to the Governing Body on the success and development of this policy

## Role of the Subject Leader

The Subject Leader will:

- lead the development of this policy throughout the school;
- work closely with the Headteacher, 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
  
- 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 days;
- 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 the Nominated Governor

The Nominated Governor will:

- work closely with the Headteacher and the subject leader;
- ensure this policy and other linked policies are up to date;
- 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

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

## Role of the School Council

The School Council will be involved 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

## Role of Parents/Carers

Parents/carers will:

- be given the opportunity to read this policy on our school website;
- 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
  - join the school in celebrating success of their child's learning

## 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



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.

- Include all children in Geography activities – adapting planning, resources and the learning environment where appropriate.
- Use support staff to their full potential – supporting learning, guiding independent choosing activities and making observations to assist with assessment.

## 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 & 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 and P.E.

## 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:

- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as monthly newsletters and end of half term newsletters
- reports such as annual report to parents and Headteacher reports to the Governing Body
- information displays around school

## Training

All school personnel:

- have equal chances of training, career development and promotion
- receive training on this policy on induction which specifically covers:
  - National Curriculum programmes of study and attainment targets for all subjects

- teaching and learning
  - planning
  - assessment
  - key skills
- receive periodic training so that they are kept up to date with new information
  - receive equal opportunities training on induction

**Monitoring the 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. (See Policy Evaluation)

**Linked Policies**

▪ Curriculum	▪ Teaching and Learning
▪ Differentiation	▪ Assessment
▪ Monitoring and Evaluation	▪ Self-Evaluation & School Improvement
▪ Special Educational Needs	▪ Gifted and Talented
▪ English as an Additional Language (EAL)	▪ Disability Non Discrimination

<b>Headteacher:</b>	Mrs Brandon	<b>Date:</b>	
<b>Chair of Governing Body:</b>	Carol Moore	<b>Date:</b>	

## Policy Change History Sheet

<u>Policy title: Geography Policy</u>		
<u>Review Date</u>	<u>Section</u>	<u>Summary of change</u>
Nov 2011	Teaching and learning	Added 'Topic based approach' sentence and changed section 4.
Nov 2011	ICT	Added examples of resources used in school.
November 2013	-	Reviewed and distributed to New Geography Subject Leader (Lydia Minall)
January 2015	Whole document	Updates to New document as a whole and New Curriculum expectations included
September 2015	Aims – Teaching and Learning Rational ICT SEN	New curriculum expectations reviewed and updated, and an outline of objectives needed in Key Stage 1 to show progression. Reviewed outline of ideas when and how to use technology. A review and update of which children are SEN and
March 2018	All sections	No change – checked by M.Baggott