



Geography Policy

Member of staff responsible for this policy:	Mrs Best & Ms Oatridge
Reviewed:	Biennially
Next review:	November 2022

Aims

- To develop pupils' understanding of people and places.
- To develop geographical skills and knowledge.
- To increase pupils' awareness of their surroundings and the wider world.
- To foster a sense of responsibility towards their locality and the world.
- To develop their appreciation of life in other cultures and a sense of global citizenship.

Teaching and Learning

In the Early Years Foundation Stage (lower phase) Geography is experienced as part of one of the areas of learning; *Understanding the World*.

In middle phase and upper phase Geography is taught by the class teacher. Geography is taught from Year 1 to the end of KS2.

Teachers are encouraged to teach Geography through interdisciplinary learning. Interdisciplinary learning is a planned approach to learning which uses links across different subjects to enhance learning.

This enables our children

- to make connections between subjects
- to transfer key skills and knowledge to deepen understanding

We design our own units of learning, customising them to meet the needs of our pupils; including those who have learning difficulties and those who are gifted and talented. This ensures our teaching and learning meets the demands and interests of the full range of learners and keeps pace with changes.

We believe in quality first teaching which involves

- highly focused lesson design with sharp learning intentions
- high demands of pupil involvement and engagement with their learning
- high levels of interaction for all pupils
- appropriate use of teacher questioning, modelling and explaining
- an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- an expectation that pupils will accept responsibility for their own learning and work independently
- regular use of encouragement and authentic praise to engage and motivate pupils

Disadvantaged

Our moral purpose is also to do something extra for our disadvantaged children AND our big challenge is to make certain that our disadvantaged children make at least good progress compared to their peers. All our teachers recognise and accept that the vast majority of pupils' progress comes out of good teaching and learning on a day to day basis. As a school we receive funding for disadvantaged pupils, this is used to increase the attainment of pupil premium children, looked after children and armed forces children.

We ensure as a non-negotiable that

- we know who our disadvantaged children are
- our TAs know who they are
- when planning these children have that little bit extra
- we mark their work first when we are fresher
- we talk to these children about their learning not regularly but **frequently**
- we monitor the progress of these children not regularly but **frequently**

Children with special educational needs and disabilities (SEND)

At Bloxham Primary school Geography is always all inclusive.

We do this in a number of ways including:

- teachers adapting planning so that individuals have specific learning outcomes;
- teachers working specifically with children with SEND
- providing extra adult support in class so that children are focused on accessing the curriculum;
- meeting regularly in staff teams to discuss provision and if it needs to be adapted;
- liaising with outside agencies to receive the best advice on how to help children learn
- adapting buildings and furniture if necessary so that children are not restricted from using the school fully.

Accessibility

At Bloxham Primary School we are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional, sexual orientation and cultural needs. We are also committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Differentiation

Differentiation is the process of matching learning tasks to particular groups or individuals. Teachers have to consider differences when planning and teaching lessons in order to ensure that all abilities in the class are catered for.

Blake & Hanley (1995:50) in English & Newton (2005)

Differentiation is not about

Segregation ...
Selection ...
Competition ...
Uniformity ...
Problems ...
Pessimism ...

Differentiation is about

Inclusion
Diversity
Collaboration
Variety
Solutions
Optimism

How do teachers differentiate in the classroom in order to be inclusive, engage and encourage all children to learn?

1. By input

Level of Information Given (by content)
The way the ideas are explained and expressed
Vocabulary

2. By questioning

3. By task

The activity to be undertaken

4. By resources

5. By support

Teacher, T.A., Peer

6. By planned Independence in learning

7. By response

Target Setting, Feedback, Marking

8. By class organisation

Grouping (ability or mixed ability)

Assessment

Children's learning is continually assessed in lessons. Once the children complete a piece of work, we mark and comment as necessary according to our marking code. We use our knowledge of the children's learning to support the subsequent planning of lessons.

The Geography co-ordinator keeps samples of children's learning in the subject co-ordinators folder to show the expected level of achievement in Geography in each year in the school.

Parents/carers are informed of the topics their children are learning about in a curriculum newsletter in Terms 1, 3 and 5. At the end of the year parents are informed of their child's progress in the annual report.

Health and Safety

All staff are aware of the requirements of the school's Health and Safety Policy. Risk assessments are carried out for all activities, taking into account medical issues, where needed. Visits to off-school sites are arranged in line with the school visits policy.

Monitoring and Evaluating

Monitoring the standards of children's learning and the quality of teaching in Geography is the responsibility of the Geography subject co-ordinator. The Geography subject co-ordinator monitors children's books, wall displays, planning and carries out pupil interviews, learning walks and an audit. The work of the Geography co-ordinator also involves supporting colleagues in the teaching of Geography and keeping informed about current developments in the subject.

Wider opportunities

- Residential trip opportunities in Years 5 and 6.
- Humanities day/week.