



**St. Wilfrid's
Church of England
Primary Academy**

Executive Headteacher: Mr S. Colothan



Geography Policy

Updated January 2022

'I can do all things through Christ who strengthens me.'

Phillippians 4:13

Our Christian Vision

'I can do all things through Christ who strengthens me.' **Philippians 4:13**

1. Our **children** will be rooted in strong faith and academic foundations to thrive and succeed, knowing that Jesus is with them, every step of their journey.
2. Our **staff** will have the highest expectations and aspirations for our children, knowing that together, we can achieve anything through Christ.
3. Our **school** will be a place where children can grow in strength, to be unique and flourish in the presence of God.



Our Mission Statement



We will ensure that our children **achieve** exceptionally well.

We will nurture our children to **believe** in themselves and each other.

We will create a culture of love, **care** and respect for one another.

At St. Wilfrid's, we can do all things through Christ who gives us strength.

Our Aims

1. To provide a distinctly Christian ethos, underpinned by our Christian Values and Scripture, where children can grow spiritually and become reflective decision-makers.
2. To provide a 'literacy-rich' curriculum of the highest quality, that engages and challenges all children in our school community.
3. To provide an environment that excites and stimulates learning, fosters personal growth and responds to the individual needs of all children.
4. To provide a rich and broad education, with enrichment and extra-curricular opportunities, and unique experiences, that prepare our children socially and mentally for their future.

Our Christian Values

Our Christian Values, which are rooted in scripture, are threaded through our school, our decision making and everything that we do.

Love is at the heart of our Christian Values and all members of our school community aim to 'live out' our Christian Values in our actions and choices.



Intent

Geography is an integral part of our curriculum at St. Wilfrid's and we aim to motivate and inspire children through cross-curricular learning that engages and challenges all learners. We aim to develop a curiosity and fascination about the world that the children live in and help them to enjoy learning about different global communities and their relationships between these people and their landscapes. Through our curriculum, equip children to be Global Citizens: to develop an awareness of the wider world and their place within it, encourage them to take an active role in the community and work with others to make our planet more peaceful, sustainable and fairer. We hope that our children will become passionate about the planet and become actively involved in protecting the environment.

Our Geography curriculum is designed to deepen knowledge and develop key skills. We aim to ensure effective progression within each geography unit and across all year groups. Our Christian Values and distinctiveness, alongside our School Mission Statement of 'Achieve, Believe and Care', are at the core of our curriculum and all that we do at St. Wilfrid's.

Implementation

In Geography, we implement an inclusive curriculum that meets the statutory requirements of the National Curriculum, incorporating the four main areas of learning at each key stage: place, location, human and physical and geographical skills and fieldwork.

Our curriculum is well-planned and provides literacy-rich, cross-curricular opportunities providing sophisticated links to provide effective links across subjects to ensure cohesion across the whole curriculum. It is predominantly taught through overarching themes such as Remarkable Rainforest.

At the beginning of each Geography unit, children demonstrate their prior knowledge, which helps to inform planning and teaching. A series of stimulating lessons are planned, with clear knowledge and skills-based learning objectives and subject-specific vocabulary. Post learning tasks are planned to demonstrate progress, knowledge and understanding. Teachers assess learning in geography against knowledge and skills-based learning objectives within unit overviews.

Our curriculum is delivered through highly effective 'quality first teaching' using a range of schemes and resources, such as Plan Bee, Twinkl and Digimaps. Enrichment opportunities, including outdoor learning, inspirational visitors and Geography fieldtrips, provide our children with rich experiences and enhance teaching, learning and knowledge.

Our Geography curriculum promotes children's Spiritual, Moral, Social and Cultural development, ensuring that they are reflective and responsible citizens. Fundamental British Values are actively promoted in geography lessons in order to prepare the children for life in Modern Britain.

Impact

Our well-planned Geography curriculum ensures that children are competent in the geographical skills needed to collect, analyse and communicate data, and to interpret a range of geographical sources, including maps, globes and aerial photographs. Children are able to communicate information in a variety of ways including maps, numerical and quantitative skills and a range of literacy skills.

Through the breadth and depth that our Geography curriculum offers, our children are provided with a broad knowledge of the world they live in, and understand, as responsible citizens, how they need to care and preserve the planet for future generations.

Rationale

The study of geography involves children in exploring the relationship and interactions between people and the environments in which they live and upon which they depend. Many of the children who now attend our school will live to see the next century and live in a world of 11 billion people. The many opportunities and challenges that will arise during their lifetime will be very much about geography – personal, local, national and global. Our children will need to know about geography and to think like geographers. We seek to develop young geographers who are able to make links and connections between the natural world and human activity and to understand the kind of questions geographers ask. We seek to encourage children to learn their geography through big question led enquiries about topics, places, themes and issues which allow them sufficient scope and time to really engage in high order subject skills such as developing explanations, reaching conclusions, making judgements, evaluating, applying information to other contexts and investigating through hypothesising. We aim to ensure balance between new content and developing subject skills.

Geography at St. Wilfrid's will enable children to:

- develop curiosity and interest in our natural and man-made world and an awareness and appreciation of cultural and economic diversity.
- gain knowledge and understanding of places in the world.
- develop an awareness of the world and global patterns.
- experience maps and develop skills necessary for making geographical enquiries.
- know and understand environmental problems at a local, regional and global level.
- use subject-specific vocabulary correctly.
- respect and value their own local area and create a greater sense of community cohesion.
- develop their knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country.
- gain a sense of awe and wonder at the beauty of the world around them.
- develop knowledge and understanding of the local area, the regions and the UK and its' place within the world.
- gain an understanding of sustainable development and an appreciation of what 'global citizenship' means.
- develop a variety of other skills, including those of enquiry, problem solving, ICT, investigation and how to present their conclusions in the most appropriate way.

Geography Curriculum

The school uses the New National Curriculum as the basis of its curriculum planning. Geography is taught through a range of Geography topics. Our curriculum planning is in three phases (long-term, medium-term and short-term). Our long-term planning maps the geography to be studied throughout each key-stage during the year. The subject leader devises this plan in conjunction with teaching colleagues in each year group. In some cases, we combine the geographical study with work in other subject areas. In other cases, we arrange for the children to carry out an independent geographical study, for example when learning specific mapping skills.

Our medium-term plans give details of each topic for each term. They include the key geographical outcomes expected during that topic and are presented to the children prior to the study of each topic. When the topic is complete, the children are expected to self-assess their attainment (using a traffic light system) at the end of each unit.

Each class teacher is responsible for writing the short-term plans for each lesson based on the 'PlanBee' scheme of work. These plans list the specific learning objectives and expected outcomes of each lesson. The subject leader monitors and reviews these plans. In this way we ensure that children have complete coverage of the National Curriculum.

We plan the topics in geography so that they build on prior learning. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the scheme of work, we offer them an increasing challenge as they move up the school using the basic skills progression of Geography.

Early Years and Foundation Stage

Geography is taught in reception as an integral part of the topic work covered during the year. We relate the geographical aspects of the children's work to the objectives set out in the Early Years curriculum which underpin the planning for children aged three to five (Understanding of the World). Geography makes a significant contribution to the Development Matters objectives of developing a child's knowledge and understanding of the world through activities such as collecting postcards from different places, singing songs from around the world and investigating people who help us in our local environment.

Delivery of Geography within our Curriculum

We use a variety of teaching and learning styles in our geography lessons. We believe in whole-class teaching methods and we combine these with enquiry-based research activities. We encourage children to ask as well as answer geographical questions. We offer them the opportunity to use a variety of data, such as maps, statistics, graphs, pictures, and aerial photographs, and we enable them to use ICT in geography lessons where this serves to enhance their learning. Children take part in role-play and discussions, and they present reports to the rest of the class. They engage in a wide variety of problem-solving activities. Wherever possible, we involve the children in 'real' geographical activities, e.g. research of a local environmental problem or use of the Internet to investigate a current issue. We aim to develop field work skills by providing opportunities to work in the local environment. We recognise the fact that there are children of widely different geographical abilities in all classes and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty;
- grouping children by ability in the room and setting different tasks to each ability group;
- providing resources of different complexity according to the ability of the child;
- using teaching assistants (where available) to support the work of individual children or groups of children.

Geography across the Curriculum

Geography impacts into all subjects across the curriculum, and pupils are encouraged to find geographical links in all areas of their learning.

Geography Subject Leadership

Subject Leaders are responsible for raising attainment and improving the standards of teaching and learning in their subject. They ensure that a carefully planned, broad and balanced curriculum is implemented for Geography, champion the subject and demonstrate its importance to pupils and staff.

Subject Leaders demonstrate a good understanding of how Geography progresses over time and how it connects with the school's curriculum as a whole. Geography Leaders have high levels of subject pedagogical content knowledge for the age range that they are teaching, and an understanding of the critical endpoints that come before and after.

Subject Leaders at St. Wilfrid's Church of England Primary Academy, work alongside other schools within The Learning Together Trust. This provides opportunities to work collaboratively and creatively with colleagues across the key stages, thus moving the Geography curriculum forward, and further developing the subject. Subject Leaders lead by example, setting high standards in their own teaching and ensuring that high-quality teaching and learning of Geography takes place across the school, with the achievement and engagement of all pupils being their utmost priority.

Geography Subject Leaders will:

- raise the profile of Geography at St. Wilfrid's Primary Academy
- lead and manage the Geography effectively and have an 'expert' knowledge of the Geography curriculum overview, including all unit/topics across the whole school
- confidently articulate the Geography curriculum design and have a clear and ambitious vision for Geography (Intent, Implementation and Impact)
- monitor, evaluate and enhance the quality of teaching, learning and assessment in Geography
- ensure that there is clear progression in knowledge, skills and vocabulary in Geography, across school
- support, guide and motivate colleagues in their CPD, as well as build capacity across the school
- identify the subject's needs in the context of whole school priorities and produce a Geography School Development Plan annually, reviewing this termly
- audit Geography resources and identify resource needs and costings in Geography School Development Plans, managing allocated budgets effectively.
- provide strategic direction and development of Geography across the school.
- develop their own expertise through training and evidence-based research and investigate how implementations are embedding
- effectively communicate with the Geography link Governor, sharing and celebrating Geography
- review and update the Geography Policy, as necessary

Inclusion

At St. Wilfrid's Church of England Primary Academy, we teach Geography to all children, whatever their ability and individual needs. Geography forms part of our school curriculum policy, to provide a broad and balanced education to all children. We are very mindful of the learning needs of all of our children and those with Special Educational Needs are supported via effective planning, quality first teaching and assessment, differentiated activities as necessary, high expectations, suitable resources and recording formats. We consider the targets set for individual children in their Individual Education Plans (IEPs) and Education Health and Care plans (EHCPs).

Through our Geography teaching, we provide learning opportunities that enable all pupils to make good progress within each lesson.

We strive to meet the needs of pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

We believe that the curriculum should be accessible to all children. This is made possible through scaffolded support, small group work, use of Knowledge Organisers and word banks, or extra time to complete learning tasks.

Advice is sought from outside agencies as appropriate, to ensure an inclusive approach. If teaching staff require additional support to meet the needs of any child, they consult our SENDCo.

Equal Opportunities and Diversity

All children at St. Wilfrid's Church of England Primary Academy, are offered a broad and balanced curriculum, differentiated to meet their needs as necessary. There is equality of access to the whole curriculum. No child is denied access to any part of the curriculum unless specific physical needs or religious/cultural considerations make it inappropriate.

At St. Wilfrid's, we are committed to providing all children with a curriculum that provides equality of opportunity and freedom from discrimination. Staff ensure that all children are treated fairly, equally and with respect. We do not discriminate against any child. All staff challenge any incidents of prejudice or racism. We record any serious incidents on CPOMS and draw them to the attention of the Executive Headteacher.

We plan Geography lessons and activities to challenge and involve all pupils appropriately, according to age and capability, ethnic diversity, gender, culture, race, special educational needs or disability, and language background. Teachers use a range of strategies to ensure inclusion, and to maintain a positive ethos where children demonstrate positive and respectful attitudes towards others. Care is taken when selecting resources to ensure that a range of perspectives and viewpoints are represented, including those of men and women from different racial, national and religious groups. Careful consideration is taken to avoid stereo-typing, and bias, towards race, gender, role or disability. 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.

We deal with any issues clearly and sensitively, if they arise.

Resources

An annual audit of resources is made, both on a whole school basis and on the needs of individual classes. All geography resources are stored centrally in Key Stage1 and Key Stage 2. The Geography subject leaders monitor planning and up-dates resources for the needs of each Year group. Any new acquisitions will be made known through staff meetings. First-hand experience is encouraged through visits to places of interest, visitors to the school and artefacts relevant to the children's learning.

Assessment and recording

Individual teachers will assess children's work on an ongoing basis. They will make informal assessments during lessons and record assessments using 'Class Assessment Records'. Annually, the subject leader will collect and level samples of work from each year group to assess children's understanding and skills. This will form the basis of a portfolio of evidence across ability bands and should show progression of skills across the school.

Key assessments will explore the achievement of pupils against the key outcomes for the unit of work. We aim to make our assessments valid, reliable and manageable. As geography is taught in a wide range of ways there are a wide range of assessment opportunities. Assessments can be oral, written, graphic, or constructions. Success criteria for each assessment is carefully constructed, agreed and recorded and all children are aware of what they must achieve.

Monitoring and Evaluation

Monitoring and evaluation will be carried out by the:

- Senior Leadership Team
- Head of School Improvement
- Geography Subject Leaders
- Geography Governor
- Class teachers

All teachers are responsible for monitoring standards in their class. Geography Subject Leaders, under the direction of the Senior Leadership Team, take the lead in this. Monitoring will take place according to current school cycle. Using whole school priorities, identified by the Senior Leadership Team, subject leaders are responsible for producing a School Development Plan for Geography, to allow for progression and development of the subject.

Geography Subject Leaders will also monitor children's work books and long term and medium-term plans, to ensure that the Programmes of Study are being effectively taught and match the needs and abilities of the pupils. Subject leaders have curriculum release time and directed time, in which to fulfil their role.

Geography subject leaders are responsible for:

- monitoring the standard of work and the quality of teaching and learning in Geography and pupils' progress and standards
- supporting colleagues in the planning, teaching and assessment of Geography (through the use of 'book looks', pupil voice, lesson observations, discussion with teachers, subject audit, data analysis, and other monitoring activities that may be required), providing a strategic lead and direction for the subject in school
- monitoring and reviewing the implementation of policy and units of work
- ensuring there are rigorous assessment systems in place to enable teachers and pupils to monitor progress and attainment in Geography
- monitoring and analysing assessments, holding teachers to account
- liaising with the Executive Headteacher and Governors to feedback on the monitoring and impact of Geography across the school

Staff Support and Training

St. Wilfrid's Church of England Primary Academy believes that all staff should be involved in a continuing process of improvement. Our school is committed to fostering a positive ethos of continuous learning. Continuing Professional Development (CPD) is the means by which a school is able to motivate and develop its staff community. CPD is intended to support teachers and to equip them with the skills and knowledge required to keep pace with the rapidly changing educational and professional environment.

This development takes place at a number of levels: individual, team, whole school and through wider networks. CPD supports and reflects the ethos, Christian Values and vision of the school.

The Geography subject leader's role is to provide professional leadership and management for the subject to secure high-quality teaching, effective use of resources and improved standards of learning and achievement for all pupils.

Subject Leaders: Mrs. L. Cunliffe, Miss. D. Cowburn, Mrs. A. Lochrie and Mrs. E. Cunningham

Executive Headteacher: Mr. S. Colothan

Date: January 2022