



GEOGRAPHY POLICY

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Reviewed by: Fiona Hazell
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Aims

The teaching and learning of Geography at The Redway School allows us to deliver our programme of study and develop our pupils in their geographical understanding, their individual learning journeys and in meeting their EHCP requirements.

Our **intent** is to:

1. Develop geographical enquiry and fieldwork skills, experiencing first-hand experience of their local area.
2. Develop geographical enquiry and fieldwork skills, experiencing first-hand experience of a contrasting area.
3. Provide a knowledge of how human geography differs across the world, including land use and landmarks.
4. Recognise that differences in human geography are consequences of physical geography
5. Provide a knowledge of the varied physical features across the world
6. Be aware of how the world is structured: continents, countries, capital cities, oceans, hemispheres, tropics and times zones.
7. Understand how different weather patterns link to location and physical features.
8. Expose to and develop understanding of maps, atlases and globes.
9. Develop skills to create own maps.
10. Expose to and develop understanding of geographical tools, such as a compass and digital mapping programs.

Statutory requirements

Within the National Curriculum, Geography is a statutory subject throughout key stages 1-3. The requirements are concise and set out the core knowledge that students should acquire. The Redway School's programme of study for Geography draws from the National Curriculum, adapting and interpreting elements where necessary to ensure it is pertinent to our pupils. Components have been broken down into pre-formal, semi-formal and formal pathways to suit the diverse needs of the learners within the school.

Content and delivery

How we teach it:

Our Curriculum is split into pre-formal (early engagement steps), semi-formal (engagement steps and some progression steps) and formal (progression steps).

It is recognised that within the pre-formal pathway some of our children will work to broaden their experiences while others may progress further onto semi formal pathways with linear progress as they work towards formal pathways. It is also acknowledged that children may be working across the different pathways at different points in their learning journey.

Pre-Formal

Pupils on our pre-formal pathway are most profoundly disabled, for which the Engagement Model is used to develop key learning skills that can be applied to their development of Geography

Exploration: Children are introduced to activities aimed at building upon incidental and startled reactions to stimuli

Realisation: Children will have opportunities to interact and try and control activities in a manner appropriate to their specific needs.

Anticipation: Children will be introduced to activities where over time and through repetition, they may be able to start to recognise and anticipate cues

Persistence: Children will have opportunities to focus their attention towards activities, by making intentional changes including eye gaze, posture and hand movements.

Initiation: Children are presented with learning experiences and sensory activities which provide them with opportunities to develop independence. They have opportunities to work spontaneously with materials and create effects through incidental and intentional actions.

Semi-Formal

Children at this stage of learning pupils are more cognitively and/or physically able. They are more likely to be able to identify, compare and contrast geographical features.

Formal

The formal curriculum builds upon the skills and understanding of the semi formal curriculum, and with support can access knowledge and skills at a more conventional mainstream level.

Assessment

Both summative and formative assessment are used to track the children's learning and underpin the planning process. B-squared is currently used by the school to record data and is updated on a half-termly basis. The Evidence for Learning application is used to provide evidence of progress noting cross curricular links and identifying progress towards students' EHC targets. Informal assessments are made during lessons helping staff to support and adapt the curriculum further. These assessments underpin future planning - however small the steps necessary - to move our students forward.

Planning

Objectives taken from the geography pathways, which are relevant to the individual pupil, are used to plan a sequence of lessons, in the form of a termly or half-termly Medium Term Plan. Specific lesson plans outline an individual lesson within the sequence and are adapted from lesson to lesson in response to formative assessment. The planning of the geography objectives are done so in correlation with each pupil's EHCP and therapy interventions. It is essential that all staff involved in the learning have understood the planning and its intent and implementation.

Roles and responsibilities

The governing board:

The governors and staff are committed to provide the full range of opportunities for all pupils regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum and the right to a learning environment which dispels ignorance, prejudice or stereotyping.

The headteacher:

The headteacher is responsible for ensuring that Geography is taught consistently and outstandingly across the school.

Teaching staff are responsible for:

- Planning Geography lessons which reflect pupils' needs and maximise opportunities for progress.
- Delivering Geography lessons which are engaging and ambitious.

- Monitoring pupil progress in Geography throughout the year, and evidencing progress on Evidence for Learning and recording data on B Squared.

Geography Co-ordinator Specific responsibilities (Carried out in consultation with the Headteacher and in cooperation with colleagues and Governors):

- To have shared responsibility for the development of Geography in the school.
- To successfully implement the Geography Action Plan.
- To be responsible for the review of the Geography policy in consultation with the Head teacher.
- To oversee and review the programmes of study for Geography, ensuring that they are relevant, up to date and meet statutory requirements.
- To have an overview of how Geography is delivered throughout the school through learning walks, observations and staff meetings.
- To analyse assessment data to measure pupil progress in Geography.
- To ensure that all teaching staff are aware of subject expectations.
- To ensure that the subject is highly visible within the school – through displays, special activities and enrichment days.
- To advise and work alongside colleagues in the classroom, to support, monitor and develop their skills in delivering Geography.
- To research and provide CPD opportunities for development in Geography
- To advise all staff on relevant Geography activities, resources, courses.
- To attend training and keep up with current developments in the teaching of Geography.
- To ensure that there are appropriate resources for teaching Geography.

Monitoring arrangements

The delivery of Geography will be monitored by the subject coordinator through:

- Medium Term Plan and session plan scrutiny
- Learning Walks
- Observations
- Subject Review
- Review of progress
- Discussion with teachers
- Pupil Voice

This policy will be reviewed by Fiona Hazell on an annual basis.

Links with other policies

This policy links to the following policies and procedures:

- Teaching, Learning and Curriculum Policy
- Assessment and Moderation Policy.