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| **Geography Policy** |

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| **Date** | **Review Date** | **Subject Leader** | **Nominated Governor** |
| March 2023 | March  2024 | Stella Harris  Paula Bibby |  |

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:

* Ofsted School Inspection Handbook (DfE 2022)
* 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)

This policy outlines the teaching, organisation and management of geography taught and learnt, and what we are aiming to achieve in respect of our pupils’ geographical education at Rivington Primary School. It is based on the expectations and aims of the 2014 Curriculum for geography and the revised Early Years Framework and the Early Years ‘Development Matters’ EYFS document (non-statutory). This ensures continuity and progression in the learning and teaching of geography.

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). Where possible our geography curriculum will be linked to our school values: Respect, Protect, Give Thanks, Keep Peace.

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.'

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 into 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 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 relate to this policy.

**Aims**

The National Curriculum in England Framework Document (DfE) 2014 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
* 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
* are competent in the geographical skills needed to:
  + 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.

**At Rivington Primary School we aim to:**

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

**Intent**

The overarching intention for our geography curriculum, is the assumption that any pupil in our school may go on to study the subject further at secondary and university level or require this subject knowledge in their future career. Of equal importance to us, is the careful consideration given to the geographical knowledge and understanding we equip our pupils with; giving them the opportunity to develop their social and moral intelligence and enabling them to be active and valued members of society. At Rivington, the study of the world around them is an important part of a child’s learning journey.  We wish to stimulate their interest in places and develop an enjoyment of geographical study. Our curriculum has been designed to fit that purpose and to promote our CARE curriculum which is based around 4 core elements: communication, aspiration, reflection, enriching experiences. We follow the Pearson Active Learn Primary Geography which aligns with the National Curriculum.

A knowledge and understanding of places and environments is an important part of a child’s learning journey. Through their work in Geography, children learn about their local surroundings and compare their life in this area with that of other regions in the United Kingdom and in the rest of the world. They learn how to use, draw and interpret maps and they develop the skills of enquiry, research, investigation, analysis and problem-solving, discovering how to present their conclusions in the most appropriate way.  Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures and, in so doing, learn a respect and understanding of what it means to be a positive citizen in a multicultural country. It provides a natural link to British Values, Democracy, Individual Liberty, Rule of Law, Mutual Respect and Tolerance.

Our geography learning begins in the **Early Years**, where children are given planned opportunities to develop their understanding of the world. Children learn about their immediate environment using knowledge from observation, discussion and resources around them. They will be able to explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps. Children will describe similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. We also aim for our EYFS children to develop the basic understanding of maps, through looking at maps that have been made, talking about their uses and producing their own as well as developing their geographical enquiry, by strategically placing geographical objects into provision areas linked to the curriculum to spark curiosity and inform high quality interactions.

In KS1, we have mapped a curriculum that will enable pupils to further develop a knowledge about the world, the United Kingdom and their locality. They will begin to develop an understanding of basic, subject specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observations, to enhance their locational awareness.

The Geography curriculum at KS2 incorporates fundamental geographical knowledge and skills, allowing pupils to build on a firm foundation in future years. An introduction to settlements, tectonic processes and hydrological and climatic processes introduce Year 3 pupils to concepts, vocabulary and knowledge that is capitalised on in subsequent years, laying important foundations of much of their future geographical learning.

When pupils study Migration in Year 4, they will utilise their knowledge of settlement types in order to deepen their understanding of migration patterns. This knowledge and understanding support their comprehension of why communities develop around areas of rich natural resources, and how slums develop. The Natural Resources unit then feeds into the Year 5 unit on Energy and Sustainability, by supporting pupils’ understanding of where energy comes from and how greater sustainability can be achieved.

The Year 6 units on Population and Globalisation draw on themes that have been explored throughout KS2, so pupils are really able to approach these complex topics with a great depth and breadth of knowledge. The Rivers unit in Year 4 follows on from the Water, Weather and Climate unit and pupils then continue to build on this knowledge of physical processes through the Biomes unit. The Local Fieldwork unit is in Year 6, so that pupils are exposed to geographical research in KS2. This is a crucial part of a child’s geographical education and we have intentionally incorporated this unit at the end of KS2 to capitalise on their greater maturity and geographical knowledge.

All geography lessons from KS1 to KS2 are based around a specific geographical enquiry question.

For more about our geography on Pearson Active Learn follow the link below:

<https://www.pearsonschoolsandfecolleges.co.uk/primary/subjects/activehub-primary/history-and-geography#overview>

**Implementation**

At Rivington, we firmly believe that equipping our staff with the knowledge, skills, and resources they need to deliver a high-quality, fully comprehensive curriculum is of paramount importance. Due to this, we have made the decision to deliver our curriculum using the Pearson Primary Geography Curriculum, which is a fully resourced, intelligently sequenced, knowledge-rich curriculum informed by the best research evidence available. Our geography curriculum is intended to support teachers in ensuring high quality teaching takes place and ensures learning is progressive as children progress through the school.

Geography is taught on a termly basis and all lessons from KS1 to KS2 are based around a specific geographical enquiry question. Cross curricular links are utilised where appropriate to extend learning further and to promote the transference of skills.  These links should not be forced but we believe that making natural links between subjects enables more time for in depth study and for children to transfer their skills.  It is important, however, that the key skills for geography are identified and taught directly. In order to develop the children’s understanding of locational knowledge and mapping skills, children will be expected to use maps of different types and scales. They will also use atlases and globes to further enhance their learning and understanding in each topic.

**Impact**

Monitoring is important in ensuring teaching and learning is effective across the whole school. Regular monitoring takes place by curriculum leaders and SLT, this includes book looks, lesson observations and teacher/pupil voice. Teachers are responsible for formatively assessing learning constantly through questioning, work in books, observations, pre and post learning tasks, retrieval quizzes. They complete pupil assessments at the end of each topic, these judgements are inputted onto Insight Tracker and the information used to inform future teaching and learning and curriculum decisions. Essays are completed at the end of each topic in KS2. This allows children to demonstrate the knowledge they have accrued over the half term. Our school marking and feedback policy outlines marking and feedback expectations within our history curriculum. Data collected through monitoring is used to identify interventions, objectives that need revisiting, knowledge that teachers need to focus on during low stakes quizzes and curriculum leader’s next steps.

**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
* 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;
* 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
* 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;
* 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;
* promote the teaching of numeracy and literacy within all subjects;
* 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:

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

* 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;
* 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.

**Curriculum Planning and Organisation**

Geography and History are taught in half-termly blocks to ensure that sequences of lessons are delivered over a half term. In geography we follow the National Curriculum, enhancing and tailoring it to meet the needs of our community and pupils. To ensure robust consistency and progression, we have made the decision to use the Pearson Primary Geography Curriculum, a fully resourced, intelligently sequenced, knowledge-rich curriculum informed by the best research evidence available. Our geography curriculum is intended to support teachers and their planning, ensuring high quality teaching takes place and that learning is progressive as children move up the school. Each unit has its own Knowledge Map that is shared with the children at the beginning of their learning journey, detailing key knowledge, vocabulary and endpoints so they know what they are working towards.

**Links with ICT**

The use of information and communication technology will promote, enhance and support the teaching of this subject area. Teachers should use their judgement about when ICT tools should be used.

**Spoken Language**

The national curriculum for geography reflects the importance of spoken language in pupils’ development across the whole curriculum – cognitively, socially, and linguistically. The quality and variety of language that pupils hear and speak are key factors in developing their geographical vocabulary, justification, argument, or proof. They must be assisted in making their thinking clear to themselves as well as others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions.

**Inclusion**

At Rivington Primary School we aim to provide equality of opportunity for all children whatever their age, ability, gender, race, religion or background. We aim to create an environment that values each pupil and enables them to achieve their full potential. We provide a broad and balanced curriculum appropriately differentiated to respond to pupils’ diverse learning needs. The opportunities and experiences we provide enable our pupils to participate fully and give their best across all aspects of school life. We place great value on the quality of relationships within our school community and celebrate the achievements of all pupils.

We appreciate that children may have special educational needs throughout, or at any time during their school career. At Rivington Primary School we aim to facilitate the full inclusion of pupils with special educational needs.

In geography, it is important to consider the stories of groups that have perhaps been underrepresented in the past and to include a wide range of role models. The subject can also be used to promote discussion of inequalities and unfairness in places around the world.

**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)

At Rivington, differentiation occurs in the support and intervention provided to different children, not in the topics taught, particularly at earlier stages. There is little differentiation in the content taught, but the questioning and scaffolding individual children receive in class as they work through content will differ. Children’s difficulties and misconceptions are identified through immediate formative assessment and addressed.

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.

**Assessment for Learning**

Teachers are responsible for formatively assessing learning ‘in the moment’ through carefully crafted questioning, work in books, observations, pre and post learning tasks and retrieval quizzes.

Children will record what they have learned at the end of each topic in relation to their starting point. Essays are completed at the end of each topic in KS2. This allows children to demonstrate the knowledge they have accrued over the half term. Children will be informally assessed half termly and will be encouraged to reflect on standards achieved and knowledge gained against the planned outcomes. These judgements are inputted onto Insight Tracker and the information used to inform future teaching and learning and curriculum decisions. Our school marking and feedback policy outlines marking and feedback expectations within our history curriculum.

Teachers will:

* carry out ongoing assessments;
* use short-term assessments matched to the learning objective to adjust their planning;
* use the marking policy of using a dot, a single tick and a dot or a double tick in pupils’ books related to the learning objective;
* carry out end of unit assessments to measure progress against key objectives;
* carry out long-term assessment to measure progress and help plan for the next academic year;
* inform parents and carers of their child’s progress and targets.

**Monitoring and Review of the Subject**

Geography is monitored by the Geography Subject Leader and quality assured by the Curriculum Lead and Headteacher. Lessons, books, planning and assessments are monitored to ensure the subject is being taught effectively and that the children are making good progress.

Standards are monitored through:

* Teaching and learning subject observations
* Looking at pupils’ work
* Discussion with pupils
* Scruting of curriculum planning
* Rigorous auditing of subject
* General curriculum discussion

**Contribution of the Subject to other Areas of the Curriculum**

Throughout school geography is taught both discretely and in a cross-curricular way. It is a subject that lends itself easily to cross-curricular links. The skills and knowledge taught and learnt, can be applied across the curriculum to support work in other subjects.

Geography is linked to English, Mathematics, Geography, ICT, PSHE & Citizenship, and Spiritual, moral, social and cultural development. Through geography, we help pupils to recognise the social and economic differences in other places and how this impacted on the way in which people live. When issues are raised about events around the world, we use this as a talking point as to how we can ensure mistakes are not repeated. Through studying a range of places, involving different cultures, we are able to see how religion and beliefs shape the way in which people live.

Throughout every topic in geography, opportunities to explore our school values of: Respect, Protect, Give Thanks, Keep Peace are included.

**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 leader 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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| * 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; | * Headteacher reports to the governing body; * Text messages; * Email; * Social media. |

**Training**

We:

* have in place appropriate training for this policy that is undertaken by a registered training provider that covers:
* 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
* 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;
* ensure an awareness of any gaps in knowledge amongst staff and address this with suitable training opportunities.

**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.

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 by the Subject leader in consultation with the curriculum lead, Headteacher and nominated Governor.

The effectiveness of the policy is demonstrated through subject leadership reports to governors which include impact statements on outcomes for pupils and the quality of teaching and learning.

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 C L Powell | **Date:** | March 2023 |
| **Chair of Governing Body:** |  | **Date:** |  |

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| **Addendum** |