

Policy title	:	Geography Policy
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At Monega we see geography as a study of people, places and the environment, at both a local and global scale. The children need to recognise both and see that the local community reflects and supports the global community. Children are encouraged to think of how they can be global citizens and how their lives impact on the global community.

The curriculum for Geography is progressive and demanding. A displayed progress journey at the beginning of lessons enables pupils to rehearse, overlearn and deepen their learning by making connections. Our clear approach to lesson sequencing ensures that lessons build upon each other. This, in turn, ensures that all pupils make exceptional progress. The building blocks or core components of lessons ensures that children are ready for subsequent learning, giving them the best opportunity to know more and remember more.

Geography is taught as a curriculum subject as well as through cross curricular links, especially with computing and citizenship. We are developing a culturally inclusive curriculum where topics reflect the local community as much as possible.

### **Aims and Objectives**

- To stimulate children's interest in the world around them.
- To develop a range of skills including mapping and fieldwork.
- To value all cultural identities and traditions within the community through geography teaching.
- To gain confidence and enjoyment from geographical knowledge and enquiry.
- To develop opportunities to explore global citizenship and support the international dimension of Monega within geography lessons.
- To enhance the learning environment of the school and children's development through displays in classroom and communal areas.

### **Roles and Responsibilities**

The Geography Coordinator is responsible for:

- Enhancing the quality of Geography teaching through training and management of the curriculum.
- Monitoring and supporting planning and evaluation of Geography lessons.
- Developing and supporting the assessment of children in geographical skills.
- Ordering and maintaining resources.
- Ensure and support teachers in their use of computing to support and enhance the children's learning of geography.
- To ensure that geography topics reflect the global dimensions of our community.

The class teachers are responsible for:

- Planning and implementing the geography schemes of work.
- Collecting, organising and evaluating resources for geography lessons.
- Assessment of children's geographical ability.
- Ensuring the quality of geography teaching in their lessons is in line with the Monega geography policy.
- Ensure that geography learning and skills are reflected in displays throughout the school.

### **Planning and Delivery of Curriculum**

To deliver the geography curriculum effectively and in line with government requirements we follow the programmes of study which can be found and referenced in the following publications:

- Foundation stage – Early Learning Goals
- Key Stage 1 - National Curriculum
- Key Stage 2 – National Curriculum

To support the teaching of the programmes on study we use and develop the following schemes of work:

- Monega written schemes of work for geography
- Boleyn Federation approved Culturally Inclusive Educational Topics

We expect a high quality of teaching in geography and suggest that the following teaching styles are incorporated into planning to enhance the quality of learning and teaching in geography:

- Creative arts – teaching through drama, music, dance, and art.
- Use of computing – interactive whiteboards, classroom computers, websites and geography software.
- Cross curricular links wherever possible.
- High quality culturally relevant resources.
- Enrichment opportunities to allow children to contextualise their learning - Themed Days, workshops and ED Visits.

### **Differentiation**

All lessons should provide extension and challenge for children to enhance their enjoyment, skills and learning even further.

Support and learning tools should be given to children of lower ability so that all barriers to their learning are removed to allow them to access the geography curriculum.

### **CPD/Training of Staff**

The geography coordinator supports training and professional development of teachers in all areas of geography through:

- Identifying training and needs from planning and evaluation which will be monitored every term.
- Pass on training and new initiatives through inset and communication.
- Providing training and support in all new computing developments in the teaching of geography including software and equipment.

### **Inclusion**

Monega is a resourced school for children with autism. Autism is a disorder that affects communication, social skill, flexibility in thinking and imagination. In each year group there are children who need specific support and a range of strategies to fully access geography. We also have many other children who need support in accessing the geography curriculum through other specific learning needs or because they have English as an additional language.

In geography lessons the following support will enhance the learning and inclusion of all pupils especially those with Autism:

- Visual prompts to engage and increase their attention.
- Real objects to explore and manipulate.
- Symbols for key vocabulary.
- Opportunities for repetition, to consolidate and reassure.
- Opportunities to use children's special interests where appropriate.

Specific resources including symbol writer and other software is available and the use of it is encouraged to support the inclusion of all children.

### **Equal Opportunities**

We ensure that all children have full access to the curriculum and that all resources, teaching methods and topics reflect the cultural diversity of the school and local communities.

All children and staff will know that their own traditions and cultural identities are valued and embraced.

All teaching in geography will be in accordance with the Monega Race Equality Policy.

### **Assessment, Recording and Reporting**

The children's work in geography is assessed during and at the end of each major experience.

Records are kept in the form of teachers completing the assessment sheets that match the learning objectives in the geography Scheme of Work and a level in line with the National Curriculum Level Descriptors at the end of the academic year.

Teacher assessments, including the end of year level achieved, are reported to parents at the end of each academic year, and assessment sheets are passed on to the next class teacher.

### **Monitoring, Review and Evaluation**

This policy and its contents will be reviewed and evaluated by the GEOGRAPHY coordinator every year.