

Harby C of E Primary School Geography Policy

EQUAL OPPORTUNITIES

INCLUSION AND EQUALITY STATEMENT

Inclusion is an approach and attitude that will help to give all children opportunities for success and development at school, both academically and socially, and will ensure they are valued as part of the school community. We strive to ensure that pupils' unique needs, differing learning styles and requirements are recognised, valued and supported. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We try to have systems in place for early identification of barriers to their learning and participation so that all pupils can engage in school activities with others. We acknowledge the need for high expectations and suitable targets for all children. We actively seek to encourage equity and equality through our teaching. No gender, race, ethnicity, social and economic background, Special Educational Need or Disability will be discriminated against. The school's Disability Equality Scheme will be followed and the use of stereotypes will always be challenged.

STATEMENT OF INTENT

At Harby C of E Primary School, we believe that Geography helps to provoke and answer questions about the natural and human worlds, encouraging children to develop a greater understanding of their world and their place in it. It helps to develop a range of investigation and problem-solving skills that are transferable to other curriculum areas and which can be used to promote children's spiritual, moral, social and cultural development along with our school values of Koinonia, Thankfulness, Endurance, Friendship, Compassion and Peace and character strengths. Geography is, by nature an investigative subject, which develops an understanding of concepts, knowledge and skills. We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives; to promote children's interest and understanding about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

IMPLEMENTATION

Our Geography curriculum and lessons will be highly effective by ensuring we implement Geography in the follow ways:

We will teach a rich variety of topics and issues and use this teaching to encourage and enthuse our pupils. We will build on a wide range of geographical skills, including:

Geographical enquiry: Pupils ask questions and collect information, express conclusions, arguments and develop a sense of curiosity of the world around them.

Fieldwork: Giving pupils the chance to experience such things as landscape features, busy urban streets and explorations of their local environment. Giving pupils opportunities to develop subject knowledge, and gain a range of skills that are difficult to develop in the classroom alone.

Graphicacy: Use of atlases and globes, (aerial) photographs, map work and ICT to select, interpret, investigate, refine and present information.

Geographical communication: Use appropriate geographical vocabulary and conventions in both speech and writing.

The Early Years Foundation Stage (EYFS) follows the EYFS Early Adopters Framework which aims for all children in Reception to have an 'Understanding of the World: People, Culture and Communities and The Natural World' by the end of the academic year.

Teachers will plan together to create engaging and informative teaching and learning opportunities which considers prior learning and plan for progression in skills and knowledge.

IMPACT

Geography will be assessed using both formative and summative assessment opportunities. Within geography sessions, we strive to create a supportive and collaborative ethos for learning by providing investigative and enquiry-based learning opportunities. Emphasis is placed on investigative learning opportunities to help pupils gain a coherent knowledge of understanding of each unit of work covered throughout the school. Pupils will deepen their understanding of the interaction between physical and human processes and how this affects landscapes and environment.

Pupils progress and attainment each term will be tracked and categorised in the following way, using our school assessment system:

- [E] Meeting expectations
- [A] Above expectations
- [B] Below expectations

Role of the Subject Leader

The subject leader will:

- ensure staff are fully aware of statutory requirements and their associated responsibilities in terms of policy and practice
- support staff in terms of access to SOW and resources
- monitor the quality of teaching and learning
- draw upon advice, support and expertise where necessary and in order to improve provision
- liaise to organise training and support to develop teacher subject knowledge and expertise.

Signed:CTimmer.....Jan 2022.