



Anchorsholme Academy Geography Policy



Adopted by Governors/HT: HT
Review Period: 3 years
Last review date: October 2024
Next review due by 31 October 2027
Person responsible for policy: Miss R Ellis

Anchorsholme Academy Geography Policy

At Anchorsholme Academy, we want all pupils to be passionate about geography and to be inspired to have a life-long curiosity and fascination with geographical concepts. We also want to give our children the skills, knowledge and experiences they need to be independent and critical thinkers, so that they are prepared and well equipped to study geography beyond the primary curriculum by the time they leave Year 6.

High-quality geography education is provided to inspire children and develop their fascination about the geographical world. We aim to develop all children into **confident** learners who are **curious** around about the world and its people; who work **collaboratively** to find answers and can **communicate** their findings in a variety of ways to enable them to think, question and understand geography as a geographer would.

We believe that it is important that children should enjoy a range of experiences and have access to various ways of learning. In class, the children learn through a wide range of creative experiences as well as making visits to local areas and areas further afield.

Objectives

Through our teaching of Geography National Curriculum we aim to:

- Stimulate pupils' enthusiasm for, and curiosity about, their surroundings and the wider world;
- Increase knowledge and understanding of the different communities and cultures within Blackpool, Britain and the World – and how these relate to each other;
- Increase pupils' knowledge and understanding of the changing world;
- Encourage pupils to ask questions and propose solutions to environmental problems within Anchorsholme and the wider world;
- Develop pupils' competence in specific geographical skills (such as use of maps, secondary sources, ICT, and aerial photographs, data logging equipment and considering evidence from a range of sources);
- Foster a sense of responsibility and respect for our school grounds, Earth, its people and its resources; and
- Develop children's ability to think critically and become globally aware.

Through Geography we can also:

- Improve pupils' skills in English, Maths and ICT;
- Develop pupils' thinking skills;
- Promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues including British values; and
- Develop pupils as active citizens.

Equal Opportunities

In line with our Equality Policy, all members of Anchorsholme Academy are treated as individuals. We meet the needs of all pupils, regardless of gender, ability, ethnicity, culture, religion, language, sexual orientation, age, special educational needs and disability and social circumstances. We are committed to providing a teaching environment conducive to learning. All pupils are entitled to access the Geography curriculum at a level appropriate to their needs. Fieldwork may have to be adapted to take into account individual requirements.

In line with our British Values Policy, all staff are aware of the need for the curriculum to reflect cultural diversity and the need to prepare pupils for life in a diverse and multi-faith society.

SEND

Modifying the curriculum to match all pupils' needs is at the forefront for teachers at Anchorsholme. We have a statutory duty and responsibility to modify our curriculum, learning, experiences and lessons to provide a broad and balanced curriculum for all pupils. We believe (our intent) it is more than just giving pupils 'access to the curriculum'. The curriculum is not immovable, like some building, to which pupils with SEND and/or disabilities have to gain access. It is there to be changed, where necessary, to include all pupils. Therefore when planning, delivering and teaching Geography we ensure: - Suitable learning challenges are provided for all pupils, responding to pupils' diverse learning needs, and overcoming potential barriers to learning and assessment for particular individuals and groups of pupils. These principles allow us to support pupils with SEND and/or disabilities to remove barriers, so all pupils meet the same objectives, have access to the same opportunities for learning and have an equal chance of reaching their own maximum learning potential. - Planning for pupils with SEND and/or disabilities, in Geography, is part of the same planning process and journey that we do for all pupils, rather than as a separate activity. - Individualised modifications are often planned for to remove barriers for pupils with SEND and/or disabilities. Any personal targets the pupils have contribute to inform their adapted planning too. Sometimes a smaller step planned approach is needed to achieve the learning goal. - Additional resources are provided when necessary. - Appropriate questions are planned for all abilities. Some pupils with SEND and/or disabilities will show they understand in different ways from their peers, so different questions and ways to check pupils understanding are often used. Therefore within Geography lessons, we look at a range of opportunities for pupils to demonstrate what they know and can do. - If needed a 'parallel' activity for pupils with SEND and/or disabilities will be planned for and provided, so that all pupils can work towards the same lesson objectives, but in a different way. Occasionally, pupils with SEND and/or disabilities will have to work on different activities, or towards different objectives, from their peers.

Tasks can be broken down into small steps, giving children achievable goals. Vocabulary and key concepts can be pre-taught. Word banks and visual cues can be provided, using symbols and words. Activities should reinforce children's understanding of the subject. The more able children should be given open-ended tasks and opportunities for further research and more challenging study to further develop their ability to use and apply geographical skills and think like a geographer.

Strategies for the Teaching of Geography

The Geography curriculum at Anchorsholme Academy is designed to provide children with learning opportunities that reflect the breadth and balance of contexts outlined in the National Curriculum.

Geography is taught in each year group, focusing upon multiple Geography units over the course of the year. The topics will be changed termly to ensure continuity and progression of skills. Learning is sequenced in a way that builds upon prior learning with knowledge-based learning leading the way. Each lesson begins with reviewing prior learning before starting new learning. Pupils should understand a variety of geographic concepts and words by the end of a topic. By the end of the topic, children should be taught the concepts of 'place', 'location', 'physical and human' and 'fieldwork' there is an assessment opportunity which can take varied forms including quizzes, extended pieces of writing and verbal tasks.

As an integral part of the teaching and learning of Geography children will be given the opportunity to undertake purposeful fieldwork, communicating their findings in a variety of ways.

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We have large school grounds which are used in a variety of ways to help children learn geographical skills. Children are encouraged to respect the school grounds and wider environment.

Geography in EYFS

The teaching and learning of Geography in our Reception classes, takes place both indoors and outdoors through a wide range of practical and hands on activities. The staff use their knowledge and expertise to plan for a high-quality learning environment which provides children with lots of opportunities to explore different aspects of Geography and learn new concepts. The children have a wide range of structured play resources available to them throughout the year – this is known as continuous provision. As the year progresses, children in Reception record their outcomes in books which prepares them for the learning in Year 1. As well as learning through play, all children take part in small group, adult led geography activities which then feed into opportunities in the play provision. Geography is also taught through story, singing, and PE. Key learning for geography is taught through the Early Learning Goals, specifically through Knowledge and Understanding of the World and Mathematics.

Resources

Geography resources are allocated according to what units are taught in each age group. Children will have the opportunity to use the following resources: globes, atlases, visual media, information books, maps, graphs, compasses, measuring equipment and ICT including digital mapping resources. Resources will be made available to everyone throughout school and regularly reviewed and updated.

Assessment

Opportunities for assessment will be identified within Medium-Term Plans with a formative assessment completed throughout the lessons. These will demonstrate the key skills and essential knowledge and understanding within Geography. Ripple activities linked to prior learning are used at the beginning of every lesson and a key question answered and built upon throughout. Knowledge organisers are also used throughout each unit to allow for re-visit opportunities as well as providing formative and summative assessment. A summative assessment lesson is also planned for within each unit which help to inform twice year judgements against the milestone made on Arbor.

Monitoring

The teaching and learning of Geography will be monitored through the analysis of medium-term planning, pupil interviews, analysis of assessment data, scrutiny of work samples and lesson observations, in line with the school development plan.

The Role of the Geography Co-ordinator is to:

- Support colleagues in teaching the subject content and to develop their skills in planning, teaching and assessing Geography;
- Renew, update and oversee the audit of resources needed to deliver the curriculum;
- Monitor and evaluate the learning and teaching of Geography;
- Develop assessment and record keeping ensuring progression and continuity; AND □ Keep abreast of developments in the teaching and learning of Geography.

Health and Safety

In line with our Health and Safety Policy, Safeguarding and Child Protection Policy, Outside the Classroom Policy and various risk assessments, at Anchorsholme Academy, there are clear procedures for assessing risk, including procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment.