

<b>Name of Policy:</b> Geography	<b>Version/Last Review Date:</b> March 2020 (V3)
<b>Statutory documents linked to policy:</b>	<b>Previous review date:</b> June 2013 (Version 1) September 2017 (version 2) June 2023 (Version 3)
<b>Other Policies linked to this policy:</b>	<b>Next Review Date:</b> June 2024 (Version 4)
<b>Governor Committee Responsible</b>	Curriculum & Research

WNA Vision: All children will achieve their full potential, with holistic support, whilst enjoying and driving their own learning, gaining self-respect, self-esteem and self- belief. Our classroom extends to rich, exciting environments within the forest, the beach, the city and the community as a whole.

Geography is learning about location, places and their physical features, and the links between humans and the world.

## Aims

It is West Newcastle Academy's intention to inspire children's curiosity and interest in the world they live in along with its people, places and cultures so they become confident global citizens. In order for children to become an active member of society, they need to know who they are and where they belong in the world. We intend to equip children with the skills to gain confidence in discussing and making changes in society through our teaching.

At West Newcastle Academy we provide first-hand experiences that provoke inquisitive minds, encouraging children to ask and answer questions about their own interests and passions about our world. As Geographers, we want our children to:

- Create a safe and open environment where they are able to express their opinions and challenge perceptions.
- Build knowledge about our planet and develop their ability to respond to its issues in the future, and how to approach this with an understanding of their responsibilities and role as a global citizen.
- Have a sense of ownership of where they live through a knowledge of the diversities, people, natural and physical aspects of their own community. This will be underpinned throughout school life through our development of a sense of community, as well as undertaking projects based in the local area through outdoor and community learning days.
- To be able to explore the connections between different places, processes, nature, people and the earth itself.

## Principles of the Teaching and Learning of Geography

Geography is important because:

- It is a body of knowledge essential to our understanding of the world around us
- The skills and knowledge of geography have wide application in everyday life
- Environmental awareness is a prerequisite for responsible participation in society

The fundamental skills, knowledge and concepts of the subject are set out in the National Curriculum and IPC where they are presented under the headings of:

- Geographical enquiry and skills
- Knowledge and understanding of places
- Knowledge and understanding of patterns and processes
- Knowledge and understanding of environmental change and sustainable development

## Strategies for the Teaching of Geography

- The geography curriculum is based on the objectives in the national curriculum, the International curriculum and some NC units where appropriate
- Year group colleagues plan in teams to fulfil the requirements set out in the schemes of work.
- Teaching groups are usually mixed ability and geography is inclusive
- Geographical discussion is encouraged
- Geographical fieldwork findings are communicated in a variety of ways

- Pupils learn geographical skills and fieldwork through collecting, analysing and presenting data, observational studies, using atlases, globes and maps and undertaking fieldwork.
- Outdoor learning projects are used to teach and enhance geography aims from the National Curriculum
- Outdoor learning experiences enhance geographical understanding with real-world hands-on learning.
- Geographical resources such as maps are of a good quality and easily accessible
- Opportunities are provided for the children to use ICT to support their geographical learning
- Opportunities to promote creativity and enhance learning are actively planned for in the medium-term plans and through mantle learning where appropriate

### Strategies for Ensuring Progress, Continuity and Creativity

- The units identified on the long-term planning sheets are carefully balanced to ensure full coverage of the National Curriculum and International Primary Curriculum
- Geography curriculum is designed to ensure progress and continuity across year groups.
- Pupils in KS1 and KS2 receive fluency starters to refresh previous disciplinary knowledge and used by teachers to identify gaps in disciplinary knowledge
- Pupils in KS1 and KS2 receive geography quizzes per topic to assess their understanding of key knowledge; these are used to inform future fluency starters to close learning gaps
- Schemes of work for geography are developed by the subject leader
- The medium-term topic plans identify the learning objectives for each half term in which geography is studied. These are monitored by the SLT team.
- Geography is taught explicitly and creative approaches are developed in the medium term plans

Feedback to pupils about their progress in geography is achieved through the effective marking of their work. (See Marking Policy)

Formative assessment is used to guide the progress of individual pupils in geography. It is carried out informally by teachers in the course of their teaching.

### Strategies for Recording and Reporting

- Quizzes undertaken by pupils are kept, monitoring progress and scores uploaded to Scholar Pack throughout their school journey
- Reporting to parents is done annually through a grading in their written report

### Health and safety issues in Geography include:

- Use of equipment in accordance with health and safety requirements
- Teaching the pupils to understand the need for safe practice in outside and field activities
- Risk assessment undertaken prior to visits and field trips.