



Placing children's rights at the heart of all we undertake.
respect integrity humility equality care towards all



Learning at the heart, igniting possibility!

Dosthill Primary Academy

Geography Policy

Reviewed by: R. Nicholson
Approved by: DPA Governing Body
Next review due: March 2020

Date: March 4th 2019
Date: March 26th 2019

Geography Policy

Aims and values

Our core moral purpose is encapsulated in the vision statement for the school: Explore, Dream, Discover; Growing Ambitions, Building Futures. Our focus is on learning not just within and across subject areas but also the personal development of all learners who attend our school. We strive to inspire all learners to go beyond what they consider possible for themselves, to experience and try new things and to realise all aspects of their potential. There are no glass ceilings put on any of our learners; we wish to ignite a passion for learning and for life that will remain with them as they move on to their next phase of the learning journey elsewhere.

Rights Respecting School

In 2011 Dosthill School registered to obtain the Rights Respecting Schools Award (RRSA). This award recognises achievement in putting the United Nations Convention on the Rights of the Child (CRC) at the heart of a school's planning, policies, practice and ethos. As a rights-respecting school we not only teach about children's rights but also model rights and respect in all of the relationships: between teachers/adults and learners, between adults and between learners.

This Policy relates most directly to the following articles from the 'UN Convention on the Rights of the Child':

Article 24: Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food and a clean environment so that children can stay healthy. Richer countries must help poorer countries to do this.

Article 29: Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people. Children have a particular responsibility to respect the rights their parents, and education should aim to develop respect for the values and culture of their parents. The convention does not address such issues as school uniforms, dress codes, the singing of the national anthem or prayer in schools. It is up to governments and school officials in each country to determine whether, in the context of their society and existing laws, such matters infringe upon other rights protected by convention.

Rationale/principles

Geography provokes and answers questions about the natural and human worlds, using different scales of enquiry to view them from different perspectives. It develops knowledge of places and environments throughout the world, an understanding of maps, and a range of investigative and problem solving skills both inside and outside the classroom. As such, it prepares pupils for adult life and employment.

Geography is a focus within the curriculum for understanding and resolving issues about the environment and sustainable development. It is also an important link between the natural and social sciences. As pupils study geography, they encounter different societies and cultures. This helps them realise how nations rely on each other. It can inspire them to think about their own place in the world, their values, and their rights and responsibilities to other people in the environment.

Approaches to Learning & Teaching

In line with Teaching and Learning Policy at Dosthill Primary Academy teachers consistently:

- Encourage children to enjoy being challenged, to take risks and not be afraid of making mistakes.
- Use children's specific interests, prior knowledge assessments, intriguing questions to guide learning and teaching.

- Use a range of visual, auditory and kinaesthetic styles in order to meet but also develop children's less preferred learning style.
 - Provide children with a range of learning challenges (where appropriate offer a choice), such as debates, role-plays and oral presentations; investigation and problem solving; research and self-discovery, designing and making things, not always written outcomes.
 - Introduce learning in the most effective way for the challenge. Flexible, imaginative, creative and inspiring teaching style.
 - Where appropriate provide all learners with specific challenge/extension tasks and encourage/motivate children to reach their challenge in order to motivate and extend children's learning potential.
 - Use time targets and minimum expectations so that all learners are productive.
 - Use oral and written feedback to motivate, guide and challenge all learners.
 - Plan for and encourage children to extend their learning at home, valuing and sharing children's contributions and home learning sharing children's contributions and home learning.
 - Use other adults, including visitors from the local and wider community, within the classroom effectively sharing their experience and expertise.
 - Use focused displays to motivate, support and enhance learning in classrooms and around school, checking with children that displays are accessible for all levels of ability.
 - Use Building Learning Power to support pupils understanding of the Geography learning challenges and their role as global citizens.
 - Use a multi-sensory approach to learning (E.g.: Film clips, music, sounds, ICT, the environment, artefacts and interesting items).
 - Identify and gather appropriate resources for the lesson, modify materials and organisation to accommodate pupils' specific needs and abilities.
 - Provide and encourage children to independently use a range of resources to maximize their learning.
 - Use the environment most effectively to maximise learning (inside and outside).
 - Use educational visits and visitors to enhance learning : e.g. local area study, County road safety officer, use of Borough Council debating chamber to enhance topical debate, Wyvern School links.
 - Make children aware of their role and responsibilities as global citizens by using school based activities such as the eco-committee which has led to full eco status, and links with schools in other countries. Through learning, the children felt sufficiently empowered to organise fund raising activities that linked with their learning helping them feel they had an impact on an issue that affected the wider world e.g. clean water in the developing world.
-
- Build on the success of our Bronze Geography Quality Mark to maintain teaching and learning standards and to improve these further.

Planning

All Geography Programmes of Study from the New National Curriculum standards are covered through our topic based connected curriculum, Cornerstones. Cross Curricular links are made, particularly with Literacy, Numeracy, ICT, PSHE and RE as appropriate to the year group and this is integrated into weekly planning.

Planning also reflects awareness of local, national and global issues, as they occur, e.g. closing of the High Street and local road safety issues, as part of our Rights Respecting School status we plan fund raising activities which link with pupil learning helping them feel they have had an impact on an issue that affects the wider world e.g. clean water in the developing world.

Planning and programmes of study have been adapted in line with the new National Curriculum and monitored by the team to ensure the continuation of outstanding practice.

Meeting the needs of all learners

At Dosthill Primary Academy teachers consistently:

- Differentiate and adapt their planning in order to meet the needs of all the learners in their class, regularly annotating plans to ensure that specific needs are considered (see Gifted and talented/SEN policy).
- Use questioning throughout a lesson to assess and review learning in order to challenge and support to all learners. If necessary, adapt a lesson to meet all learners' needs. (E.g. if an activity is too easy/hard adapt it for specific children there and then).
- Use and value children's own self/peer assessments in order to assist planning and future differentiation.
- Judge the pupils' understanding with accuracy and use this to inform future learning opportunities/planning: through the use of success criteria, self and peer assessment, questioning, prior knowledge assessments as well as subject specific assessment procedures.
- Be able to identify where a pupil is, and provide necessary stimulus to ensure that pupil recognises and accepts the next stage of learning
- Have high expectations and use of personal and social targets (link to behaviour policy) to motivate all learners to achieve to their full potential
- Demonstrate awareness and sensitivity towards religious, racial and sexual issues and adapt planning and structure of lessons accordingly.

Assessment, Recording and Reporting

Currently Geography is not formally tracked or assessed, however class teachers monitor pupil's contributions and appreciation using a skills ladder in Key Stage One and Two, in order to comment accurately on pupil understanding in the end of year school report. These are designed to highlight the changes of the new National Curriculum. Through the Cornerstones tracker, the gap analysis can be done for the subject to ensure coverage of all the standards.

Roles & responsibilities

Area of Learning Leader – Becky Nicholson – Role: to support staff with their subject delivery and to be up to date with current initiatives in order to cascade information to the staff as a whole.

Headteacher Claire Keay – To ensure staff are fully able to deliver the subject appropriately and that pupils are receiving their entitlement.

Senior Assistant Head (S Burke) – in her role as Curriculum Leader, to formulate the long-term curriculum plan ensuring that Geography is embedded, links are made to other areas of learning and to monitor medium-term planning.

Teachers and Teaching Support Staff - Responsibility to ensure appropriate delivery of the subject

Governors - Agree and review the learning and teaching policy on a regular basis. Question the Head teacher and others to ensure that the policy is implemented and impacts positively on learning and teaching.

Learners - Take an active part in their learning responding positively. Be an active participant in personalising and extending their own learning at school and at home.

Other adults including parents - Realise that learning constantly takes place, not only within the classroom but also in all environments. Value and recognise their role in shaping children's attitudes and life long learning experiences. To help the child understand that they can make a difference to the wider world e.g. recycling, saving energy and resources.

Learning Environment and Resources

All resources are held by individual year groups in a centralised resource area agreed by them. All classrooms have access to up to date atlases. The use of ICT to develop geographical knowledge is highly encouraged, with the use of Google Earth and other websites used within planning regularly.

Visits and visitors are encouraged to support delivery of the subject e.g. County road safety officer involved in alternate year groups.

Monitoring and evaluation of the Policy

Annual audit supported by review of medium term planning by Sonia Burke reporting back to the Lead Learning Team. In-depth review for approval by Governors three yearly.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Dissemination and review

The latest version of the Policy is published on the school website for staff and members of the wider community to access.

Dissemination and review

The latest copy of the Policy is stored on 'Teams' for staff to access. It is shared with parents and carers via the school website.

The Policy will be reviewed annually (*Spring Term*) in line with the Governing Body Annual Planner.
