

**ROEBUCK ACADEMY**

**GEOGRAPHY POLICY 2020**

**Introduction**

At Roebuck Academy we aim to produce high quality Geography education that will help pupil’s gain a coherent knowledge and understanding of the wider world. We aim to inspire pupil’s curiosity and fascination about the world and develop a wide range of transferable skills. The children are encouraged to ask perceptive questions and think critically about the world around them whilst challenging stereotypes. We ask deep level questions and use these as a basis for an enquiry based curriculum.

The 2014 National Curriculum highlighted the importance of skills alongside knowledge. Due to this, Roebuck Academy follows a skills based curriculum. Each curriculum area focuses on an important range of skills, and these are developed and built upon throughout the unit of work. As mapped out by the National Curriculum 2014, these skills are planned for to enable progression to occur throughout each key and across the school.

**Aims**

Through high quality teaching, we aim to encourage and promote a passion and enthusiasm for Geography in our children so that they become reflective and aware geographers. Children will be engrossed in the subject and inquisitive about real world matters, as well as asking questions that show they have a sense of who they are and the wider world around them. All children will make progress in Geography through varied opportunities both in and outside of the classroom.

**Intent**

* As a school, it is our aim to instil a love and passion for Geography learning in all our children.
* To teach a full, exciting and varied curriculum that allows children to investigate a range of places, developing their knowledge and understanding of the Earth’s physical and human processes
* Staff will provide children with opportunities to investigate and enquire in order to develop a real sense of their heritage and who they are
* To meet the needs of all learners by adapting so everyone can succeed
* To construct an ambitious curriculum that inspires and motivates all learners
* To develop a skill and enquiry based curriculum looking at future outcomes for our children, providing them with equal opportunities
* We will maintain high standards and promote ambition for all through the teaching of extensive vocabulary, fieldwork and high quality characteristics of geographers

**Implement**

* To ensure coverage of all National Curriculum skills from Geography
* To provide a differentiated and challenging curriculum based on the children’s areas of interest and need.
* School values and growth mindset are consistently addressed through geography teaching.
* Increase children’s knowledge of other cultures and in doing so; teach respect and understanding of what it means to be a positive citizen in a multicultural country and world.
* Check learners’ understanding, identify misconceptions accurately and provide verbal feedback at the time of learning; enabling progress
* Create an environment that reflects our ambitious intentions for our curriculum, including exposure to ‘reactive geography’ that informs children of current worldwide events in the news
* Immersive hooks are used to provide children with wider experiences and opportunities (cultural capital)
* Tier 2/3 vocabulary is explicitly taught and applied for each subject, this will be accessible in all teaching and the classroom environment
* Allow opportunities for fieldwork (both day trips and residential trips) so that children can apply their geographical skills to real-life contexts

**Impact**

* Children will achieve age related expectation or above
* By using a skills-based curriculum for more purposeful teaching, children will have a fuller understanding of transferring their skills to others areas of learning
* Children will make connections to real life contexts based on their geographical knowledge, including links to their local area and how it has been shaped
* Through teaching, children will become reflective geographers, understanding their impact as a citizen on the wider world and act positively within their local community
* Children have a deeper level of understanding through our deep question approach.
* Wider range of vocabulary used and understood by our children through high quality teaching

**Geography curriculum planning**

Geography topics are chosen based on interests and enjoyment of the children at Roebuck Academy. Each topic begins with an immersive hook, and ends with a showcase event for parents called a fantastic finish. Each topic has a catchy title to motivate the children. Children are consulted at the beginning of the topic to see what they want to learn and they play a role in drafting questions that they want to have answered. After discussing the topic with the children, the teacher (in line with the National Curriculum 2014) uses the school Geography planning format to map out the unit, ensuring that all objectives are covered. Each lesson is planned, based on a Learning Objective and Success Criteria. Tasks are differentiated for the pupils and a high level of challenge is prominent in all areas of the topics. In addition, teachers plan an opportunity for cross curricular writing, keeping the skills transferable. The classroom is adapted in line with the class Geography theme to immerse children and promote curiosity.

**EYFS**

In the EYFS,, the children’s learning is delivered and embedded through themes that the children have suggested or are interested in. All subject areas are planned around these themes. We relate the aspects of the children’s work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning aged 0-5.

**Assessment and recording**

We assess the children’s work in Geography by making informal judgements as we observe the children during lessons. Whilst the children complete a piece of work, we provide verbal feedback, mark and comment where necessary. The teacher then makes a summary judgement about the work of each pupil in relation to the National Curriculum attainment targets. The teacher records the attainment grades on an assessment spreadsheet which is kept in the class assessment file and analysed by the Geography and History subject leaders. We use this as the basis for assessing the progress of each child and we pass this information on to the next teacher at the end of the year. The assessments can identify areas of strength and development for a class, year group or whole school focus.

**Resources**

We have sufficient resources at Roebuck Academy to be able to teach all Geography units in the National Curriculum Programme of Study. The media room contains a good supply of topic books. In addition, we subscribe to the Bedfordshire Library service which provides a number of Geography books to support teaching. Geography subject leaders may use their budget to provide new equipment and resources based on school development.

**Monitoring and review**

The subject leaders are responsible for monitoring the standard of the children’s work and the quality of teaching in Geography. The Geography subject leaders are also responsible for supporting colleagues in the teaching of Geography, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school.

The Geography subject leaders are responsible for providing the Senior Leadership Team with an annual summary report in which they evaluate the strengths in the subject and indicate areas for further improvement. The Geography subject leaders have allocated time for fulfilling the vital task of scrutinising planning, analysing samples of children’s work, carrying out pupil voice interviews and visiting classes to observe teaching in the subject and observing the environment.

**Date:** Autumn 2020

**Review Date:** Autumn 2021

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