



Anston Hillcrest Primary School

OUR CORE VALUES ARE Respect, Resilience, Teamwork and Kindness



GEOGRAPHY POLICY

KEY DRIVERS	READING			CREATIVITY			LOCAL AND GLOBAL CITIZENSHIP			EMOTIONAL WELL-BEING		
INTENT	<p>For all children to demonstrate progression in skills and knowledge, underpinned by strong subject knowledge. We create opportunities for memorable learning experiences that build a long-term memory. Our curriculum ensures that those, who are capable, develop a greater depth of understanding. We know what all pupils know, can do and understand. Our curriculum stimulates and excites the imagination, providing children with the knowledge they need to thrive; be successful learners; meet the challenges of an ever-changing, diverse world, providing equality of opportunity, within an inclusive culture, with an ambition of success for all. We create opportunities within our curriculum to develop emotional well-being and develop strategies for all pupils to have good Mental Health.</p> <p>We believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. The geography curriculum enables children to develop knowledge and skills that are transferable to other curriculum areas and which can and are used to promote their spiritual, moral, social and cultural development. We want children to foster a local and world-wide knowledge, developing an understand of their place in the world. We seek to inspire in children to develop confidence, to be inquisitive, to be independent, resilient learners and build a curiosity and fascination about the world and its people, which will remain with them for the rest of their lives, equipping them well for further education and beyond in a 21st century world.</p>											
IMPLEMENTATION	<p>An Inclusion Team that provides support for all</p>	<p>Real life experiences Authentic outcomes Communicate their learning in relevant ways</p>	<p>Knowing what excellence looks like</p>	<p>Models, images and resources which are appropriate for the needs of individual pupils.</p>	<p>Questioning, which allows the children to reach their own understanding</p>	<p>Effective feedback</p>	<p>Opportunities to work alongside experts and professionals</p>	<p>Use of diagnostic assessments to identify next steps</p>	<p>Strong pupil voice</p>	<p>Flexible groupings - not defined by 'ability' or prior attainment</p>	<p>Engaging classroom environment, which supports and inspires learning</p>	<p>High expectations of learning outcomes, attitudes to learning</p>
<p>Planning Lessons are planned to ensure that key knowledge is developed over time over the course of each geography block and in the correct sequence. Key knowledge is reviewed by the children and rigorously checked and consolidated by the teacher at the end of each unit of work as part of the school's assessment of geography. MTP's outline the knowledge and skills for Geography and then teachers</p>				<p>Monitoring Book moderation and monitoring of outcomes is used to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners. Observations take place by the subject leader of children at work, individually, in pairs, in a group and in class during whole class teaching.</p>				<p>Assessment Assessments are carried out throughout lessons and at the beginning of lessons - recaps. Gaps are identified and filled by class teachers. Assessment for learning is continuous throughout the planning, teaching and learning cycle. Teachers identify those, who have not met expectations, and ensure</p>				

	<p>ensure that the learning is personalised and implemented to suit the learners in the class. The curriculum is adapted to be inclusive for all. The progression document provides evidence for how to adapt this (including what comes before and after). The subject leader evaluates coverage and provides support where required.</p>		<p>that gaps are covered and areas consolidated during the next lessons or units.</p>		
	Geographical Concepts				
	Locational Knowledge	Physical Processes	Human Decisions	Comparisons (diversity/patterns)	Sustainability
	<p>This concept is concerned with location and a sense of place. Every place has a particular location and a unique set of physical and human characteristics. Places are not isolated from outside influences and they are dynamic and subject to change. It is important our children know about places in depth so that they can make sense of the complex and dynamic factors which contribute to change.</p>	<p>This concept involves a series or sequence of events that give rise to key physical features. It is important to know about processes and how these are interdependent and how they bring about change over time.</p>	<p>Human processes and decisions both influence and are influenced by the physical features of environments which offer both possibilities for and constraints to human activity. This concept explores the connection of the physical environment and human choices and the impact this has.</p>	<p>This concept is focused on what is similar and different focusing on what, where and why and looking for relationships. When looking at comparisons, diversity, distance, density, scale and distribution are considered as well as both human and physical features and points of view.</p>	<p>This concept links with geographical processes but it also considers the quality of the effects on the physical and human environment. It includes the notion of good and bad change and the impact this has. It also focuses on how environments can be improved or maintained in ways that are sustainable.</p>
IMPACT	<p>Outcomes At the end of each two-year phase, we expect the children to have achieved the skills and knowledge in the progression document. Children who have gaps in their knowledge receive appropriate support and intervention to enable them to 'keep up' with their peers. Outcomes in books evidence a broad and balanced geography curriculum and demonstrate children's acquisition of identified key knowledge and skills relating to each of the identified concepts.</p>		<p>Pupil Voice Through discussion and feedback, children talk enthusiastically about Geography and understand the importance of this subject.</p>		<p>Inclusion All pupils are able to access the geography curriculum at a level appropriate to their needs. All children are able to make progress in geography, fulfilling their potential.</p>