

Ryders Hayes School

A Primary Learning Academy



Geography Policy

Ryders Hayes School
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‘Do the right thing to be the best you can be’...

1. INTRODUCTION

1.1 The School seeks to promote behaviour based on mutual respect between all members of the School community. Ryders Hayes aims to:

....nurture and facilitate the growth of our pupils and their learning; equipping them with the skills and attributes to embrace the challenges of a rapidly changing world. To enjoy success for today and be prepared for tomorrow, by instilling the values of: enquiry; adaptability; resilience; morality; effective communication; thoughtfulness; collaboration; respect; international /open mindedness and a growth mind-set.

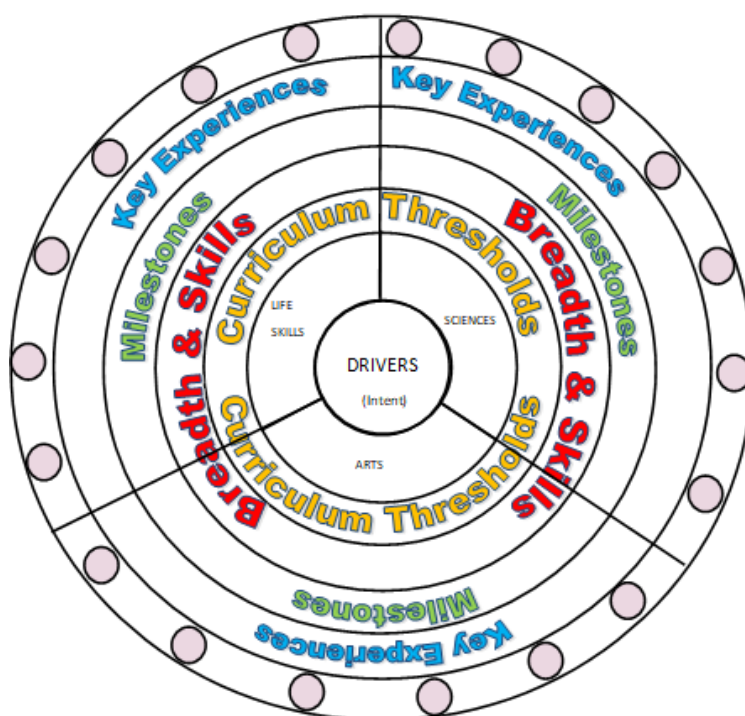
1.2 This policy outlines the learning, teaching, organisation and management of Geography at Ryders Hayes School.

1.3 The implementation of this policy is the responsibility of all teaching staff. The responsibility for monitoring and review rests with the Geography Leader- Louise Salt.

1.4 The curriculum is designed to build a schema by developing knowledge and vocabulary through a range of topics and deliberate practice.

2. Our Intent

2.1 Ryders Hayes Curriculum Model



2.2 At Ryders Hayes each subject holds threshold concepts; the key disciplinary mastery aspects of each subject. They are chosen to build conceptual understanding within subjects and are repeated many times in a variety of experiences.

2.3 The threshold concepts in Geography are:

- Geographical Place
- Geographical Patterns
- Geographical Communication

2.4 The curriculum at Ryders Hayes has three drivers chosen specifically to permeate the curriculum to meet the needs of our children and their local context.

2.5 The Curriculum Drivers for Ryders Hayes School are to:

- Explore possibilities
- Create independence
- Build resilience

2.6 Through our teaching of Geography, we intend to:

- Stimulate pupils' enthusiasm for, and curiosity about, their surroundings and the wider world
- Increase their knowledge and understanding of the different communities and cultures within Ryders Hayes, Pelsall, Walsall, Britain and the world around them - and how these relate to each other and promotes British Values

- Increase pupils' knowledge and understanding of the changing world, through enquiry-based learning
- Encourage pupils to ask questions and propose solutions to environmental problems within Ryders Hayes School and the wider world
- Develop pupils' competence in specific geographical skills (such as use of maps, secondary sources, ICT, aerial photographs, data logging equipment and considering evidence from a range of sources).
- Foster a sense of responsibility and respect for our school grounds, its people and its resources

2.7 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
- Develop pupils as active citizens
- Promote awareness of Geography related careers

2.8 Entitlement and Equal Opportunities

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 arising from race, gender, ability or disability, religion, social background and culture. Fieldwork may have to be adapted to take into account individual requirements. We work to ensure that each child

- Achieves the best possible academic standards in Geography regardless of starting point or ability
- Experiences and explores human and physical features in a real-life context
- Understands their role in the sustainability of the world and global citizenship
- Develops an awareness of other cultures and, in doing so, achieves respect, tolerance and understanding of what it means to be a positive citizen in a multi-cultural country embedding the fundamental British values.

2.9 Organisation of Geography within the Curriculum

Geography is linked to all subjects including History, RE and Science, Me and My World, ICT, Maths and English through the use of cross curricula Writing.

Additionally, Geography is part of the Arts Focus for learning. This enables Geography, History, English RE, Languages, Art and Music to work together sharing best practice, modelling and support excellence and holding each other to account of our Subject Lead responsibilities.

3. Our Implementation

3.1 We have developed and reviewed the national scheme of guidelines for geography as the basis for our curriculum planning. We have adapted the national scheme to the local circumstances of our school, i.e. we make use of the local environment in our fieldwork and we also choose a locality where the human activities and physical features provide a contrast to those that predominate in our own immediate area before investigating national and global physical and human features. We review our long-term plan on an annual basis.

3.2 Supporting our Curriculum Drivers, we have our knowledge categories which provide the key knowledge within subjects and help us to grow our cultural capital; making links where appropriate to our children and their learning.

3.3 The Knowledge Categories for Ryders Hayes School are:

- Location
- Settlement
- Culture and pastimes
- Significant events
- Food and farming
- Number
- Self-expression
- Career related
- Beliefs
- Innovation
- Language and oracy
- Peace and war

3.4 Within each year group key concepts are taught at stages throughout the school year. These again focus on the need, and importance, of repetition in our curriculum.

	<i>Autumn</i>	<i>Spring</i>	<i>Summer</i>
<i>Year 1</i>	What makes my school special? (place and communication)	What is makes my school different? (place, pattern and communication)	Do I understand the geography of The Isles of Scilly? (place and communication)
<i>Year 2</i>	How do I find my way around the surrounding environment? (place and communication)	Do I understand the geography of Serrekunda? (place and communication)	Can I use some fieldwork skills in practice? (place, pattern and communication)
<i>Year 3</i>	Do I understand the geography of The Paris Basin? (place and communication)	Do I understand the geography of South Wales? (place and communication)	Do I understand how rivers function? (pattern and place)
<i>Year 4</i>	Do I understand the geography of East Anglia? (place and communication)	Do I understand the geography of the local area? (place and communication)	Do I understand the geography of Naples and Campania? (place and communication)
<i>Year 5</i>	Do I understand the significance of London as a capital city? (place and communication)	Do I understand the geography of California? (place and communication)	Do I understand the geography of Athens and Central Greece? (place and communication)
<i>Year 6</i>	Do I understand the geography of The Amazon Basin? (place and communication)		Can I apply my extensive range of geographical knowledge, vocabulary and skills appropriately? (place, pattern and communication)

3.5 Teaching and Learning in Geography will be in line with the school's *Behaviours for Learning Policy*, where provision is made for all learning styles.

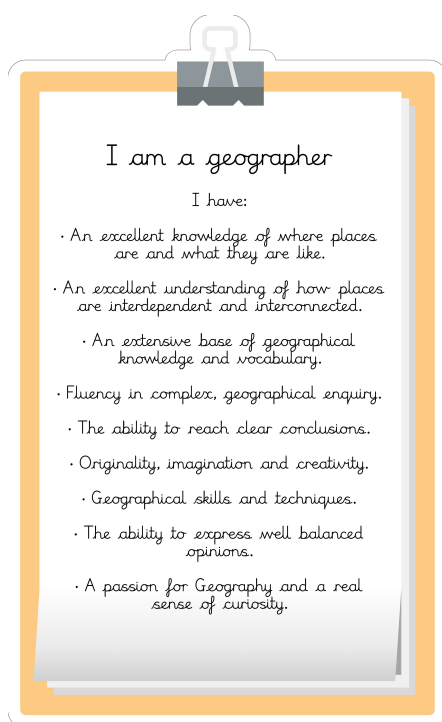
The Geography curriculum at Ryders Hayes School is designed to provide children with learning opportunities that reflect the breadth and balance of contexts outlined in the National Curriculum, as well as well-planned repetition to ensure secure foundation of Geographical knowledge and skills.

3.6 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.

3.7 We are very proud of our extensive school grounds and use these in a variety of ways to help children learn geographical skills and to respect the school grounds and wider environment.

3.8 We hold annual focus days that are an integral part of our teaching which contributes to our development of global citizens. Each year group is delegated a specific focus relating to the Arts where Geography, History, English RE, Languages, Art and Music to come together to provide experience for our learners.

3.9 We display and share the characteristics of a Geographer, as well as investigating career opportunities, with children at every available opportunity.



3.10 Key Experiences:

Ryders Hayes Geography curriculum is a bespoke model to cater for the needs of the children and key experiences have been carefully selected to ensure that they allow children to explore/create/ build: possibilities, resilience and independence. The Key experiences include:

EYFS	Investigating how and where we live; the similarities and differences of houses around the world
Year 1	Learn our National Anthem and explore the school ground
Year 2	Explore our local area; its human and physical features
Year 3	Explore our local area; and its water ways
Year 4	Explore and compare our country to others in Europe
Year 5	Explore and compare our country to those in North America; considering tourism, land use, human features, physical features etc.
Year 6	Explore and compare our country to those in South America; considering tourism, land use, human features, physical features etc.

3.11 The role of the Geography Leader is to:

- Support colleagues in teaching the subject content and developing 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 through learning walks and month book trawls
- Develop assessment and record keeping ensuring progression and continuity
- Communicate findings, ideas and resources and have an open-door policy for suggestion and questions
- Design the Medium- Term Plans for teachers to use and annotate for weekly lessons

4. Impact

4.1 The curriculum design and planning will lead to outstanding progress for all pupils, regardless of their starting points, over time. Learning is progressive and builds on prior knowledge and understanding and supports children in producing outcomes of the highest quality. Teaching and learning is adapted to cater for the needs of all pupils; providing support for children with special educational needs and enrichment and challenge for more able children.

4.2 Opportunities for assessing the impact will be identified in curriculum overviews for each age group, and these will be based on an assessment of key skills and essential knowledge and understanding within Geography.

4.3 Methods of assessment will vary as appropriate to the learning. A portfolio of work from Y1 to Y6 will show examples of Geographical work; as well as appropriate evidence from EYFS – understanding the world and will be used to support judgments.

4.4 In Geography the use of technology is also used to record and gain evidence of children's Geographical knowledge and skills. Children will be set small tasks in order to demonstrate the knowledge and skills they have learnt during their learning journey and as part of end of Milestones. These tasks will be completed throughout the year to monitor and evidence progression and attainment. Pupil voice will be used to assess the progress in understanding and applying skills needed to become a Geographer.

Resources

4.5 Geography resources are stored in the designated area (HUB). Children will have the opportunity to use the following resources: globes, atlases, visual media (including aerial photographs), information books, maps, graphs, compasses, anemometers, measuring equipment and ICT.

4.6 If new or additional resources are required this is the responsibility of the Geography Leader to source as well as replenish necessary resources. The Geography Leader is the curator of the subject and will update and provide medium term plans to each year group, whilst acting as a curator for the Geography.

Health and Safety

4.7 This policy needs to be read alongside our *Health and Safety Policy*. Consideration needs to be given to conducting appropriate Risk Assessments and ensuring the safeguarding of children and staff when planning and carrying out Geography activities.

Monitoring and Evaluation

4.8 The teaching and learning of Geography will be monitored through the analysis of medium-term planning, pupil voice interviews, analysis of assessment data, scrutiny of work samples, completion and recording of Geography tasks to assess skills and knowledge and learning walks, in line with the School Development Plan.

4.9 The Geography leader will evaluate progress that has been made and the impact of the curriculum to ensure all pupils have been taught the knowledge and skills they need to deepen their geographical understanding.

4.10 The school will review this policy annually and assess its implementation and effectiveness.

Policy Review

This policy will be reviewed in full by the Governing Body..

The policy was last reviewed and agreed by the Governing Body on

It is due for review on

Signature

Date

Head Teacher