



Kirkstall St Stephen's

Geography Policy
April 2020

This school is committed to safeguarding and promoting the wellbeing of all children, and expects our staff and volunteers to share this commitment.

Geography

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Rationale

This policy supports the whole school vision, and ethos statement, ensuring a consistent approach throughout all areas of school and our mission to ensure all children are cherished, challenged and valued as children of God.

KSS School Mission Statement

We are cherished, we are challenged, we are children of God

Our Vision

We are cherished – we aim to create a caring environment where all children and staff feel welcome, valued, supported and respected.

We are challenged- through a stimulating and challenging learning environment, where achievements are recognised but it is also safe to fail, increasing our resilience.

We are children of God – we recognise the value of each and every individual, encouraging everyone’s unique spiritual development and potential.

Our Ethos Statement

Our school ethos is represented by the KSS Values Tree; showing children’s growth as a tree planted firmly into God’s sustaining love and rooted in our school values of: trust, justice, perseverance, respect, thankfulness and forgiveness.

This is based on Psalm 1:3.

They are like trees that grow beside a stream,
that bear fruit at the right time,
and whose leaves do not dry up.

They succeed in everything they do.

Aim of the Policy

At Kirkstall St Stephen’s we aim to educate pupils to actively participate in our rapidly changing world through teaching children to be safe, responsible and confident in their Geographical knowledge and skills.

Objectives

At Kirkstall St Stephens we have created a learning culture throughout school and into the wider community because we recognize how different factors interact to create supportive conditions for learning. We will ensure that the children fulfil the requirements of the National Curriculum and that they aim to;

- develop communication, problem solving, reasoning and social skills
- increase motivation and independence
- develop creative thinking, self-awareness and empathy
- be engaged and motivated
- recognise the relevance of what they are doing and know what outcome is intended

- link what they are doing to other experiences
- work with others or on their own depending on the task
- be guided, taught or helped in appropriate ways at appropriate times
- practice and apply their learning in both familiar and new contexts
- persevere when learning is hard and manage their emotions when things are not going well
- Regular global learning tasks / discussions

Equal Opportunities

Geography will be taught using the principles of equality, as it is the philosophy of the school that this leads to good teaching

We believe that it is our responsibility to encourage equal opportunity in all areas of geography. We look for opportunities to extend learning beyond the classroom and in the local environment as much as possible for all pupils.

Equal Opportunities is a cross curricular theme that permeates all subjects and there are many ways in which this will happen in school through Geography. Every opportunity will be taken to encourage **all** children to consider themselves and other people as individuals not categories with shared goals, attributes and abilities.

All pupils will be given equal opportunity to fulfil their potential within geography regardless of ethnicity, culture, class, sex and gender and special needs (ability and disability).

Although class work will be taught to allow all participants to reach their full potential, out of school activities will be, wherever possible, offered to widen the choice of activities the children may encounter in school.

Special Educational Needs

When teaching this subject we ensure that we provide learning opportunities matched to the needs of the children with learning difficulties. We also take into account the targets set for individual children in their Support Plans, which are created and reviewed termly with the SEND coordinator (Frances Andrews).

Children with special needs will be included in all geographical activities. All children will be encouraged to participate as fully as possible and lessons will be taught using the principles of equality so that individuals regardless of their ability or disability can participate and achieve. Specialist equipment (PenPal, Claro Speak) will be used to support children with special needs in Geography lessons.

Gifted and Talented children will be identified and entered on the Gifted and Talented register. They will be provided with differentiated tasks and challenges in order to test their skills and enable them to fulfil their potential in this subject.

Provision

All children are given clear, differentiated learning objectives and success criteria which are based on key skills in geography. They evaluate their work and build a learning dialogue which helps to accelerate progress. All children will be aware that they are taking part in a Geography lesson rather than a topic lesson, so children will understand how Geography relates to the wider world. A map of the world will be found in all classrooms and is referred to regularly in lessons, not just specifically Geography lessons. Through training and guidance we maximize the effectiveness of Teaching Assistants in order to accelerate the progress of the children. They work with groups and individual children and are able to familiarize themselves with planned learning for the day before the lesson e.g. by being given a copy of the planning and discussion with teacher. Teaching Assistants will also continue to be trained to use specialist equipment (Pen Pal, Oddizzi, digi maps) with the children.

Reporting & Arrangements

The prime purpose of assessment is to identify what each pupil can do in order to plan the next stage in learning and so enable a child to progress at his/her optimum rate. Consequently, ongoing assessment should be included in planning for Geography and should be a natural part of any lesson. New incentives have been added in each classroom, rewarding good geographical knowledge, with certificates/ badged being awarded.

Teachers will regularly provide evidence through pictures, videos, examples of work, pupil voice activities and questionnaires based on past learning. This evidence will be stored in designated folders that all teachers access.

Teachers continuously assess children's performance through observation of work, questioning and discussion. This assessment is linked to learning objectives and key skills for units of work.

Parents will be kept informed of their child's progress by

- Receiving reports in which progress and achievements are stated.
- Attend parent's evenings where targets and progress are discussed
- Receive a half termly class newsletter, a whole school weekly newsletter
- Attending class assemblies
- Encouraged to be involved in their children's home learning by supporting their child when completing creative homework.

Governors

The Governors on the Curriculum Committee will monitor the effectiveness of this policy.

Staff & Governors will ensure the policy is adhered to and revised as appropriate.

The Governing body, Headteacher and the Deputy Headteacher will review the needs of the teaching and support staff and provide INSET via external courses and in school training. The needs of the school, pupils and the interests of staff will also be taken into account when planning training days.

