



# Geography

## Statement of intent

Brimpton CofE recognises the effect that an inclusive teaching style can have on a pupils' progress, both inside and outside of the school environment. At our school, we provide a broad and balanced curriculum which encompasses spiritual, moral, social and cultural development.

The school has created this policy in order to ensure that:

- All staff members are aware of planning, assessment, teaching and learning requirements for the Geography curriculum.
- All pupils know how to plan, practise and evaluate their work.
- All pupils receive a high level of teaching which is maintained at all times.
- Community cohesion and high standards of achievement are promoted.
- Progression of academic achievement occurs consistently throughout the key stages.

## Legal framework

This policy has due regard to legislation, including, but not limited to the following:

- The Education Act 1996, section 375
- The Education Act 2002, section 78
- The School Standards and Framework Act, schedule 19

## Roles and responsibilities

The subject leader is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Monitoring the learning and teaching of history, providing support for staff where necessary.
- Ensuring continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop subject colleagues' expertise in history
- Organising the deployment of resources and carrying out an annual audit of all related resources.
- Liaising with teachers across all phases.

- Communicating developments in the subject to all teaching staff and headteacher
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities regarding history.
- Ensuring common standards are met for recording and assessing pupil performance.
- Advising on the contribution of history to other curriculum areas, including cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for the development of history in subsequent years.

**The classroom teacher(s) is/are responsible for:**

- Acting in accordance with this policy.
- Liaising with the subject leader about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this on an annual basis to parents.
- Reporting any concerns regarding the teaching of the subject to the subject leader or headteacher
- Undertaking any training that is necessary in order to effectively teach history
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**The special educational needs coordinator (SENCO) is responsible for:**

- Liaising with the subject leader in order to implement and develop specialist writing-based learning throughout the school.
- Organising and providing training for staff regarding the history curriculum for pupils with special educational needs and disabilities (SEND).
- Advising staff on how best to support pupils' needs.
- Advising staff on the inclusion of learning objectives in pupils' individual education plans.
- Advising staff on the use of teaching assistants in order to meet pupils' needs.

**Early Years Foundation Stage (EYFS)**

- All pupils will reflect on their experiences.
- Teachers will encourage imaginative play and curiosity in pupils.

**Curriculum**

- Geography provision will include a distinct body of knowledge and will enable all pupils to make effective progress in achieving geography learning outcomes.

- All pupils will have a high quality, coherent and progressive experience of geography.
- The school will decide the attitudes and skills they wish to emphasise across a school year or key stage, which meets the needs of the pupils.
- The school will ensure that history provisions contribute to the cross-curricular dimensions of the wider curriculum.

### **Good practice for the curriculum include:**

- Exploring issues in the modern world and compare with the past
- Learning outside the classroom by participating in educational visits
  - Introducing themed days and assemblies to bring events to life
  - Encouraging pupils to deploy their skills and reflect on questions regarding social, economic or political issues both at home and further afield.
  - Promoting debate and dialogue of pupils.

### **Teaching and learning**

- Brimpton CofE Primary school geography curriculum is delivered at least once a week for KS1 and KS2 in the context of termly themes.
- Classroom teachers use high-quality texts and resources
- Classroom teachers encourage pupils to discuss topics covered in geography, orally with their peers and as a whole class.
- During history lessons, sufficient time is given for pupils to discuss, plan, edit and revise their work.
- To improve understanding of the topic, many teaching strategies will be employed. These could include:
  - Storytelling.
  - Adult-led activities.
  - Child initiated activities.
  - Debating
  - Performance
  - Art

To improve communication and language in the classroom, teachers will encourage pupils':

- Organisation, clarification and sequencing of thoughts, feelings and ideas.
- Development of their own narratives in relation to the stories they hear in lessons.
- Exploration of their feelings and emotions towards set narratives.

### **Planning**

All lessons will have clear learning objectives, which are shared and reviewed with pupils.

- Planning for geography will be comprised of a 2 year rolling long term plan, medium-term and short-term planning which will be carried out by the relevant member of staff, e.g. the classroom teacher.
- Long-term plans will be created by the subject leader and will include the topics studied in each term across the whole school.
- Medium-term plans will be established by the subject leader and the details of work studied each term will be outlined for the teacher to build upon.
- Short-term plans will include the details of work studied during each lesson. The subject aims and lesson objectives will be outlined by the teacher and referred to the subject leader for verification.
- The subject leader is responsible for reviewing and updating long-term and medium-term plans on an annual basis, and communicating these to teachers prior to the start of a new term.
- Teachers are responsible for reviewing and updating short-term plans, building on the medium-term plans, taking into account pupils' needs and identifying the methods in which topics could be taught.
- Short-term plans will reflect the lesson objectives and proceeding aims of future lessons.
- Medium-term plans will identify the main learning objectives of geography, learning activities and differentiation. This information will be shared with the subject leader to ensure there is a visible progression between years.

### **Homework**

An appropriate independent research topic will be set per half term.

### **Assessment and reporting**

- Pupils will be assessed using formative methods
- Formative assessment will be carried out routinely throughout the year; assessment will be carried out at the conclusion of each topic to measure pupils' development throughout each half-term.
- The results from formative assessments will be used to inform teachers' lesson plans.
- Verbal reports will be provided at parent-teacher interviews during the autumn and spring terms.
- Parents will be provided with a written report about their child's progress during the summer term every year.
- The progress of pupils with SEND will be monitored by the SENCO.

## Resources

- The subject leader is responsible for the management and maintenance of writing resources, as well as for liaising with the head teacher and school business manager to purchase further resources.
- Display boards will be utilised and updated as appropriate
- The school library contains an array of resources to support pupils' learning.
- The subject leader will undertake an audit of resources on an annual basis.

## Equal opportunities

- All pupils will have equal access to curriculum.
- Learning ability, physical ability, linguistic ability, gender, ethnicity and/or cultural circumstances will not impede pupils from accessing history lessons.
- When a pupil's participation in geography lessons is restricted due to the factors outlined above, the lessons will be adapted to meet the pupil's needs.
- Cultural and gender differences are positively reflected in history lessons and the teaching materials used.

## Monitoring and review

- This policy will be monitored and reviewed on an annual basis by the subject leader.
- The scheduled review date for this policy is July 2023
- The subject leader will review the teaching of geography in the school.
- Any changes to this policy will be communicated to all teaching staff.

Signed:  
Head Teacher



Dated: 18<sup>th</sup> June 2024

Signed:  
Chair of Governors



Dated: 18<sup>th</sup> June 2024

Review Date: June 2025