



The Winterton Federation Geography Policy



At The Winterton Federation we endeavour to nurture unique individuals in a happy, safe, respectful and inclusive environment, where everyone is inspired to be the best they can be throughout their journey of life.

“Let us run with perseverance, the race that is set before us” (Hebrews 12:1)

We are all proud to be united in faith, vision and ambition.

Introduction - The importance of and entitlement to geography

The study of geography involves pupils in exploring the relationship and interactions between people and the environments in which they live and upon which they depend. Many of the pupils who attend Winterton Federation will live to see the next century and inhabit a world of 11 billion people. The many opportunities and challenges that will arise during their lifetime will be very much about geography – personal, local, national and global. From adapting and mitigating the impact of climate change to predicting natural hazards such as Tsunami and Earthquakes, to understanding the causes and effects of population migration around the world, our pupils will need to know about geography and to think like geographers. Geography helps to prepare them for life in the 21st century with all of its currently unknown possibilities.

Aims:

In accordance with the importance we attach to geography our federation aims to:

- Stimulate pupils’ interest in their surroundings and in the variety of human and physical conditions on the earth’s surface;
- Foster pupils’ sense of wonder at the beauty of the world surrounding them;
- Help pupils develop an informed concern about the quality of the environment and the future of the human habitat;
- Enhance pupils’ sense of responsibility for the care of the earth and its people and secure their commitment to promoting and living sustainable lifestyles;
- Develop pupils’ skills of critical enquiry and an ability to handle and interpret information, through asking and answering geographical questions and using computing to communicate with and explore a variety of people, places and environments across the world;
- Help pupils explore values and attitudes about complex issues such as sustainability and sustainable development;
- Enable pupils to study the above across a range of places, cultures and environments at a variety of scales, from local to global;
- Foster a sense of understanding about how we are interconnected and interdependent with other people and ecosystems around the world.

Inclusion, equality of opportunity and differentiation

Geography forms an integral and statutory element of a pupil’s entitlement to learning and at Winterton Federation we ensure that all pupils can engage with geographical learning and develop as young geographers irrespective of their race, cultural background, gender, religion, creed, level of intellectual ability or physical and emotional circumstances. Mutual respect and the fostering of empathy and community understanding at local, regional, national and global scales lies at the heart of the study of geography and at our Federation we model this in terms of the inclusive nature of the learning and teaching we provide.



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Ensuring differentiation is a fundamental and core element of inclusion. As such, we plan and resource our learning in line with our Federation policies, to enable all pupils to make good and sustained progress in geography including those with special educational needs, and those with English as an additional language. In our differentiated planning we take due regard of factors such as classroom organisation, learning materials and the learning environment. Differentiating by learning environment is as crucial as differentiating by task or outcome, learning style or aptitude and this is recognised through the inclusion of fieldwork opportunities in our geographical enquiries.

Aims:

Through the teaching of geography, we:

- Develop children's geographical understanding and competence in specific geographical skills;
- Help children acquire and develop the skills and confidence to undertake investigation, problem solving and decision making;
- Stimulate the children's interest in and curiosity about their surroundings;
- Create and foster a sense of wonder about the world;
- Inspire a sense of responsibility for the environments and people of the world we live in;
- Increase the children's knowledge and awareness of our changing world, so that they will want to look after the Earth and its resources and think about how it can be improved and sustained;
- Begin to develop respect for, and an interest in, people throughout the world regardless of culture, race and Religion;
- Develop a sense of identity by learning about the United Kingdom and its relationship with other countries.

We also hope to:

- Improve pupils' skills across the curriculum, particularly in writing, reading and Mathematics;
- Develop thinking skills;
- Develop pupils as active citizens.

Whilst we recognise that our expectations of pupil outcomes must never be confined by their stage of learning we nevertheless ensure that in the Foundation Stage and at Key Stage 1 our core subject expectations enable pupils to learn and consolidate the fundamental attributes of a being a geographer. At this stage there is a particular focus therefore on ensuring that our pupils are able to recognise, identify, describe, observe reason and begin to offer explanations for geographical phenomena whilst using basic and increasingly appropriate subject vocabulary. These anticipated outcomes are reflected in our performance descriptors for the end of Key Stage 1. During Lower Key Stage 2 our expectations increase proportionately as we challenge our pupils not only to know more but also to master progressively more demanding subject outcomes such as reaching explanations through the synthesis of evidence, perhaps from a wide range of sources. At the same time, we expect greater subject vocabulary from our pupils and we plan accordingly for the use of more specialised subject vocabulary. These expectations are laid out in our subject performance descriptor for the end of Lower Key Stage 2. At Upper Key Stage 2 our expectations in geography are that pupils will more regularly and consistently apply information that they have learned in other contexts and at other stages to make links and identify patterns in their geographical learning. We challenge them to reach conclusions and make judgements about geographical issues and to evaluate and critique evidence and to generate questions of their own. Once again, these expectations are clearly outlined in our performance descriptor for the end of Upper Key Stage 2.



Ensuring continuity and progression in learning

Whilst knowing more is an integral part of continuity and progression it is nevertheless just one element of it and merely sequencing subject content will not ensure on its own that our pupils become better geographers. To ensure continuity and progression for all pupils the curriculum is carefully organised EYFS to Year 6 to ensure that our pupil's knowledge and understanding of geography develops because:

- Expected subject outcomes in terms of developing as a young geographer increase in complexity and level of challenge as detailed above and are used as the starting point for all planning of content delivery and learning and teaching enquiries;
- There is increasing breadth and scale of study through the curriculum moving progressively from personal experiences to local, regional, national and global perspectives informed by the guidance of the National Curriculum;
- The curriculum becomes progressively more complex developing from discrete facts and bodies of information to conceptual awareness and generalised knowledge about more abstract ideas;
- The mastery and application of geographical tools and skills occurs in more precise and complex contexts;
- The focus of what pupils learn becomes gradually more issues based enabling them to explain links, patterns and processes and be more informed and mature in their thinking and self-reflection in terms of recognising the importance of attitudes and values about contested matters.

Approach to learning and teaching

In geography the pedagogy which underpins learning is a key question led enquiry approach, which encourages our pupils to take increasing responsibility for their learning, think independently and achieve challenging subject outcomes.

Health and Safety

Regular and high-quality outdoor learning is central to a young person's statutory entitlement in geography. It provides opportunities to develop and consolidate skills and concepts introduced in the classroom and allows pupils to extend their understanding of the 'real' world. When planning a visit, teachers always complete a risk assessment and are aware of the school emergency procedures for trips and Local Authority's policies on visits and excursions within and outside the local area.

Assessment, Performance Descriptors and Reporting

We make and report to parents a **summative judgement** about a pupil's knowledge and understanding of geography at the end of each Spring Term.

On these occasions teachers draw upon the intelligence gained from the formative assessment of pupils, which is integral to each enquiry, to make a summative judgement as to whether the pupil has achieved the expected level of attainment detailed in the performance descriptor, exceeded the expectations or has yet to reach the anticipated level.

Evidence is drawn from a wide range of sources to inform this process including interaction with pupils during discussions and related questioning, day to day observations, practical activities such as model making and role play drama, the gathering, presentation and communication of fieldwork data and writing. The outcomes of each enquiry serve to inform the teacher's developing picture of the knowledge and understanding of each pupil and to plan future learning accordingly.



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At the end of each Spring Term, the teacher is able to use their knowledge and understanding of each pupil gained through formative assessment to reach an accurate judgment of what they know and can do. At this point they take into account the relative strengths and weaknesses of each pupil and reach a 'best fit' summative judgement taking into account the whole of the descriptor rather than specific parts of it. Most critically this decision is based on the professional knowledge and judgement that the teacher possesses of the pupil, built up over an extended period of time, which is then used to make a rounded and holistic judgement of their attainment in geography.

Connecting Geography to other areas of the curriculum

In our planning we have made meaningful links with other subject areas of the National Curriculum and to Spiritual, Moral Social and Cultural Development (SMSC) where incorporating content and perspectives adds value to and extends the geographical understanding of our pupils. Making links is important because it highlights to pupils the interconnectedness and interdependence of the real world. However, when making such connections we must maintain subject rigour and appropriate expectations in geography for each stage of learning. For example, the primary objective of applying key literacy and numeracy conventions to geography is to enable our pupils to achieve more and better in geography i.e. to develop as young geographers. To this end, we must ensure that high standards of literacy and numeracy when applied to geography result in equally and appropriately high standards of geographical subject attainment.

Monitoring and Evaluation and the role of the Geography Co-ordinator

All teachers at our Federation are responsible for monitoring standards in geography but the geography co-ordinator, under the direction of the Executive Headteacher, takes a lead in this. The following monitoring activities are planned across the year and form part of the geography co-ordinator's leadership schedule; lesson observations, work scrutiny, pupil voice survey, staff voice questionnaire.

The geography co-ordinator has the responsibility to take a lead in developing geography further across the Federation within the Federation's improvement plan; monitoring the effectiveness of teaching and learning; and the use of resources. Teachers and educational support staff can expect informal support from the geography co-ordinator, to develop staff confidence and competence in teaching geography the subject lead must:

- Take the lead in policy development;
- Take the lead in implementing the New Curriculum topics to ensure progression and continuity across the school;
- Support colleagues in assessment;
- Monitor progress in Geography and advise the Executive Headteacher on action needed;
- Take responsibility for the purchase and organisation of central resources for geography;
- Keep up to date with developments in geography education and disseminate information to colleagues as appropriate;
- Promote positive geographical information.

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