All Saints, Church of England Primary School

Geography Policy



Proverbs 22: 6

Start children off on the way they should go, and even when they are old they will not turn from it.

This Policy should be taken and used as part of All Saints, Church of England Schools overall strategy; and applied and interpreted within the context of our vision, our instrument of Government, and our Aims and Values as a Church of England School

Curriculum intent

Intent:
All Saints' Church of England Primary School is supported by the Futura Learning Partnership geography intent is to provide a framework for high quality geography education across phases to inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. The aim is to ensure that pupils are equipped with knowledge about a diverse range of places, people, resources and natural and human environments, together with a deep understanding of the earth's key physical and human processes. Pupils should make sense of the complex world around them, understand and be confident to investigate some of the major issues, challenges and opportunities that the world faces today. The aim is to ensure that pupils will develop greater competence in using geographical knowledge, approaches, concepts and skills in analysing and interpreting a wide range of different geographical information. In that way pupils will enrich their locational knowledge and spatial and environmental understanding as well as acquire the geographical cultural capital needed to be confident and successful global citizens.

Curriculum Implementation

1. The Learning Journey

All teaching and learning is carefully planned in order our staff facilitate student discourse and thinking to nurture an environment that is alive with discovery, enquiry, critical thinking, problem-solving and collaboration. Lessons have an explicit purpose, derived from the national curriculum. Pupils take ownership and responsibility for learning and next steps. In all subject areas, teachers maintain high expectations and build pupil confidence with the aim to create a culture of learning without limits.

2. Organisation and planning

We plan a broad and balanced curriculum carefully and ensure there are meaningful links between subjects, so that there is coherence and full coverage of all aspects of the National Curriculum and early learning goals, and there is planned progression in all curriculum areas.

Due to the mixed age classes, we operate a two year planning cycle. Copies of the long term and medium term plans are held by the class teachers, subject coordinators and head teacher.

We plan our curriculum in two phases.

- We agree a long-term plan, linked to the National Curriculum Key Stages 1 and Key Stage 2. This indicates what topics are to be taught in each term,

and to which year groups. We review our long-term plan on an annual basis checking curriculum coverage and progression of skills.

- Our short-term plans are those that our teachers use on a termly, weekly or daily basis. We use the programmes of study to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson

3. Resources

We ensure that we have sufficient resources for engaging children creatively in Geography. The library has a range of books to support children's individual research as well as computer based resources. Globes, maps and sets of atlases are available for reference throughout the school. Wherever possible we make use of the local environment where we can give the children opportunities to study, observe and record information including human and physical features.

4. Children with special needs

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the child have been consulted. Refer to SEND policy.

5. The Foundation Stage

The curriculum that we teach in the reception class meets the requirements of the EYFS. Please refer to EYFS policy.

Curriculum Impact

6. Skills progression and assessment

In our curriculum planning we highlight skills, so that the children's progress in all of these areas can be identified and monitored. All subject areas contribute to a child's progress in these skills. Our school believes that all children need to make good progress in order to develop to their true potential.

7. The role of the subject leader

The role of the subject leader is to:

- develop and then monitor the subject policy.
- provide a strategic lead and direction for the subject;
- have an overview of the whole school provision
- support and offer advice to colleagues on issues related to the subject;
- monitor pupil progress in that subject area;
- understand the progression of skills through the school;
- provide efficient resource management for the subject.

8. Monitoring and review

8.1

Our Local Governing Committee is responsible for reviewing and monitoring the school curriculum.

8.2

The headteacher ensures that the curriculum is designed, delivered and reviewed at the school in accordance with the trust-wide curriculum policy