



# Geography Policy

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## Vision

We put children first, pioneering excellence and championing each and every child.

## The Pioneer Academy Expectations

### Safe:

Schools are safe and secure

Safeguarding is effective and robust

Similarities and differences are celebrated; everyone thrives and flourishes

### Happy:

Pupils and staff are positive and succeed in a supportive environment

Wellbeing for all

High standards of attendance and enjoyment are outcomes of an inclusive TPA school

### Learning:

Learning is achieved by the successful sequencing of memorable experiences

Learners are engaged, resilient and enthusiastic

Learning outcomes are ambitious due to knowledgeable and effective teaching

## **Legal framework**

This policy has been created with regard to relevant legislation including, but not limited to:

- DfE (2014) National Curriculum in England

This policy should be read in conjunction with the following policies:

- Assessment Policy
- Teaching and Learning Policy
- Marking and Feedback Policy
- Inclusion Policy
- Equality statement

## **Curriculum Intent**

The curriculum in TPA schools is designed to inspire and motivate children. Our aim is for every child to experience 'an extraordinary school day' every day. We place children at the heart of the learning process through a bespoke 'Teaching and Learning Model.' Wherever possible, the Geography curriculum will provide opportunities to establish links with other curriculum areas.

## **Curriculum Implementation**

We use the International Primary Curriculum (IPC) as a framework for learning. IPC provides a clear, thematic approach which ensures coverage of the National Curriculum. The thematic approach links well with our intent to make all learning exciting, active and meaningful for all our children.

In KS2 Geography is taught with IPC as the core framework which provides a clear thematic approach. Geography lessons are blocked depending on the IPC unit being taught.

## **The Teaching and Learning Model**

The Pioneer Academy's Teaching and Learning Model, which is rooted firmly in research and analysis of effective learning and teaching, translates the Trust's Expectations into classroom practice. Our teaching and learning model is designed and implemented in such a way that it builds on prior knowledge and skills and lays the foundation for future learning. Lessons are designed to be engaging and challenging with learners actively involved. This Model has been developed and embedded to provide consistency and continuity for all children.

## **Extra-Curricular and enrichment opportunities**

The Pioneer Academy aims to ensure every child has the opportunity to engage in new experiences and visit new places beyond the school grounds, taking them to places that some children wouldn't have naturally gone to. School visits and inspiring visitors are an entitlement to every child who attends a school within The Pioneer Academy. The Pioneer Pupil Passport is part of each school's cultural capital commitment to provide a role broad and balanced curriculum that promotes spiritual, moral, social, cultural, mental and physical development and prepares our pupils for the opportunities and experiences of adult life.

Each year, each school will arrange a number of activities that take place off the school site and/or out of school hours, which support the aim of providing opportunities that enrich the curriculum,

enabling the children to have first-hand experience of a wide range of topics and activities. Such activities will include visits to the beach, local airports, areas of woodland, inner city and rural areas to cover a breadth of geographical experiences. These educational visits take place to develop and deepen the knowledge and understanding of the geographical skills that have been learnt within the classroom and provide the opportunity to develop fieldwork skills across all Key Stages.

## **Lesson Planning**

Geography overviews map out the units where geography is taught. The IPC covers all the National Curriculum statements of learning.

Learning Ladders for geography show the knowledge, skills, understanding and vocabulary that pupils are expected to master each year in each unit of learning.

Threads of learning show how a concept is developed over time within geography, from Year 3 to Year 6.

Learning questions map out the learning sequence.

Knowledge organisers are used to show the knowledge for each geography unit of learning and is covered within the school context.

Learning activities within each geography unit are adapted and varied to support and challenge all groups of learners.

Planning will ensure the deployment of support staff, whom will be clearly directed to support learning and fully engage with the children, and encourage and support independent working from them.

A variety of resources are introduced and used throughout your child's geographical journey. For example, these may include; maps, atlases, globes, rain gauges, compasses as well as a variety of online resources.

## **Assessment**

Assessments are made in line with the Trust's assessment policy. Teachers and educational support staff use effective assessment for learning (AfL) to ensure planning is based on prior attainment and that pupils know what they need to do to achieve the next steps.

Marking and feedback is carried out in various ways including, live marking, use of self/peer assessment, verbal and written feedback with time for the children to reflect and secure knowledge. This is completed against the learning question to identify and monitor the children's understanding of the unit of work.

Children take part in quizzes, used frequently, to measure progress. Teachers use 'Knowledge Checks' during lessons to ensure children can recall facts and information. A wide range of strategies such as questioning, cold calling and other classroom strategies are also used to assess knowledge.

## **Home learning**

Every unit that involves Geography has a homework menu sent out to complete across the topic.

## **Equal opportunities**

At The Pioneer Academy, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, belief, religion or socio-economic background. We ensure that all children, regardless of ability, race, gender, culture or SEND, are given appropriate opportunities to access the Geography curriculum. In order to achieve this, we provide learning activities that are adapted to support and challenge all groups of learners.

## **Monitoring and review**

The subject leader is responsible for:

- Monitoring curriculum plans and fidelity to agreed schemes of work for the subject;
- Monitoring the learning and teaching of the subject, providing support for staff where necessary;
- Monitoring and supporting the quality of the learning environment;
- Monitoring assessment in the subject, including reviewing any relevant data and setting ambitious targets for pupils;
- Auditing, purchasing and organising the deployment of resources;
- Organising, providing and monitoring CPD opportunities for staff in order to develop subject specific expertise;
- Updating stakeholders on relevant updates within the subject at a national and school level;
- Monitoring and supporting the organisation of any relevant cross-curricular and extra-curricular activities.

The classroom teacher is responsible for:

- Ensuring that all of the relevant content is covered within the school year as per agreed school curriculum plans;
- Providing a range of learning activities to inspire and motivate all learners;
- Monitoring the progress of pupils in their class and reporting this as agreed in the Trust's assessment policy;
- Undertaking any training that is necessary in order to effectively teach the subject.