



## Pendle Community High School & College Geography Policy

### **Document Purpose**

This policy reflects the school values and philosophy in relation to the teaching and learning of Geography. The policy draws together National Curriculum (NC) guidelines and statutory requirements for Key Stage 3 (and where appropriate KS1 & KS2) & accreditation content for Key Stage 4, as well as promoting the Spiritual, Moral, Social and Cultural (SMSC) development which includes British Values. The policy seeks to address the individual learning needs of our pupils and sets out a framework within which teaching staff can operate.

For guidance on planning, teaching and assessment, this policy should be read in conjunction with the Scheme(s) of Learning for Geography which sets out in detail what pupils in different Key Stages and in different ability ranges will be taught.

This policy has been approved by the Governing Body following consultation with the wider teaching staff and is subject to regular annual reviews by the staff team and Governors.

### **Audience**

This document is intended for all staff and other stakeholders with classroom responsibilities, school governors, parents, the Local Authority and Ofsted. A copy of this policy is made available for all staff within the curriculum policy file on the school network. A copy of this policy is also available to parents via the school website.

### **Overview and Aims (Intent)**

At Pendle Community High School, we enable pupils to embrace and enjoy Geography, by stimulating an interest in the wonder of places and by encouraging pupils to be inquisitive and curious about the world. The Geography curriculum is designed to be thought provoking and to develop knowledge, understanding and skills about physical and human processes, landscapes, environments, and the world around us. This Geographical knowledge, understanding and skills helps pupils to understand how the Earth's features at different scales are shaped, interconnected and change over time. Geography should help shape the future of our pupils by inspiring them to think about their own place in the world, increase their confidence to go out and discover, understand, and appreciate their local environment and ignite in them a curiosity to explore the wider world, whilst developing an appreciation of the environment and a desire to preserve and protect it. The Geography curriculum is broad and balanced with cross curricular links, sets high expectations and is designed to provide appropriate challenge to all pupils.

Geography aims to ensure that all pupils get opportunities to gain knowledge and skills

- at a level matched to their ability using a variety of skills and resources within their Key Stage or from an earlier one, if deemed appropriate.
- to develop an understanding of and encourage the use of the language of Geography.
- of the location of significant places – both terrestrial and marine – including their defining physical and human characteristics
- to understand and resolve issues about the environment and sustainable development and recognise the links between the natural and social sciences.

- to begin to understand the processes that give rise to key physical and human geographical features of the world and how both natural features and population change over time.
- to develop an awareness of all aspects of British Values, SMSC, citizenship and learn about links between different societies and cultures
- to ask and answer questions about the natural and human worlds, using different scales of enquiry
- needed to:
- collect, analyse and communicate with a range of data gathered through experiences of fieldwork
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical skills and writing.
- use a range of investigative and problem-solving skills

### **Cultural Capital**

The Geography policy at Pendle Community High School and College has been designed to follow and meet the needs of the National Curriculum Programmes of Study as well as supporting the 4 key drivers of our curriculum intent; being safe, having positive health and wellbeing, developing independence and improving communication including social interaction. Through these we set out the knowledge, skills and understanding that our pupils of different abilities are expected to gain. In addition, the Geography curriculum is supplemented with a range of activities designed to enrich the learning experience of all of our pupils, furthering their knowledge and understanding of the world around them and preparing them for life beyond school. These opportunities include but are not limited to:

- Visits to sustainability places in the community. i.e. wind farm, Whalley Hydro
- Visits to local areas of interest
- Connecting with schools around the country and internationally via online platforms, Erasmus projects and international connections (Borneo school exchange)
- Visitors delivery of workshops i.e. Rivers Trust
- KS3 themed geography day/afternoon
- Environmental / eco clubs
- Leeds Tropical World
- Fundraising

### **Implementation**

Geography at Pendle Community High School is based on different topics throughout the year but planned so that pupils can achieve depth and progression in their learning. Geography is sequenced to enable pupils to use and build on prior learning and knowledge, and to continually develop key skills. Existing knowledge is checked prior to the commencement of each topic ensuring that teaching is planned accordingly from the pupils' starting points identified through the assessment system. The topics take into consideration what the pupils need to know, and which topics engage pupils' interests. Topics are sequenced to provide maximum progression of skills and at the end of each topic, key content knowledge is reviewed and consolidated for pupils to demonstrate their understanding of the topic. Specific themed days/afternoons and Erasmus projects allow pupils to consider the world around them and explore other regions through maps, culture, music, food, and climate and become aware of cultural diversity

**Independent learners** are encouraged to be inquisitive, ask questions and work independently researching topics being covered. The curriculum is designed to provide challenge and all activities will be appropriately matched for individual learning, as well as encouraging problem solving, teamwork and discovery of the world around them.

**Supported and experiential learners** follow a thematic approach, where many areas of the curriculum are connected and integrated within a theme. These classes work in smaller groups whose learning is met primarily through experiences and activities which are multi-sensory and stimulate learning through kinaesthetic approaches and are supported through structure and routines. This curriculum is used to enhance early learning and development in pupils across school who present with sensory issues and those who learn best via a highly experiential, multi-sensory approach.

Geography is well resourced and specific resources are mapped to specific groups and topics to support effective teaching and learning. In lessons, we use a range of resources, including globes, atlases, models and simulations to support practical opportunities to learn and promote enquiry. The KS3 corridor has a dedicated Geography wall, displaying various amazing landscapes with simple facts which ensures the school environment further supports learners in retaining subject knowledge. The local area is fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice.

Pupils will be taught:

- Locational knowledge using maps of the world to include environmental regions, polar and hot deserts, countries, and major cities.
- Place knowledge and geographical similarities, differences, and links between places through human and physical geography of a region. Physical geography relating to rocks e.g. weathering, weather and climate, to human geography relating to population, urbanisation, international development, and the use of natural resources.
- To further develop geographical skills and fieldwork, building on their prior knowledge of globes, atlases, and maps including grid references, aerial and satellite photographs.

In KS4, Geography continues to follow the above guidance but combines with History and R.E. to follow the Welsh Board Entry Pathways (WJEC) accreditation route with geographical modules such as

- Taking responsibility for their environment by identifying environmental issues and how they can go about helping the environment or local community activity.
- Finding out how the UK will meet its future energy needs in a more sustainable manner by making more use of renewable energy sources.

These modules include consideration of the policy paper **Sustainability and climate change: a strategy for the education and children's services systems (April 2022)**

### **Meeting the needs of all pupils within Geography**

Pupils at Pendle Community High School & College have Moderate, Severe and / or Profound and Multiple Learning Difficulties including other associated difficulties such as Autism, Multi-Sensory, Visual & Hearing Impairment(s). All pupils access a wide range of learning opportunities within Geography e.g. pupils with the most complex learning needs teaching and learning is based upon an immersive, multi-sensory and thematic approach.

### **Time Allocation / Cross-Curricular Links**

The subject of Geography is allocated the appropriate amount of time, taking into account NC guidance, to provide all pupils with a broad and balanced curriculum which is appropriate for their

needs. For some pupils with more profound and complex needs the breadth and balance of the curriculum is addressed through a thematic approach and/ or the engagement assessment alongside personalised timetables. This subject affords opportunities to link to other curriculum areas such as:

Literacy	Reporting on natural disasters, presentations, report writing, comparing and contrasting activities
Numeracy	Daily weather charts, Surveys, map reading and co-ordinates in town planning, thematic data
Digital Literacy	Creating PPTs, taking and uploading digital photographs, editing videos of news reporting. Interactive tectonic plates quiz, roamer programming for map and direction work, technology to assist data collection
Cooking	Seasonal vegetables, climates where things grow, carbon footprint of food
Science	water cycle, processes involved in a volcano erupting, environmental issues, erosion and weathering, animals adapting to different climates, pollution
History	origin of settlements & their names, mapping historical events, triangular trade
Careers/ Voc Ed	careers involved in the primary, secondary, tertiary and quaternary sectors and matching professions to buildings
PSHE	Lessons on sun safety, developing tolerance and understanding of different cultures, customs and countries, planning fire escape routes from the school
PE	use of directional vocabulary

## **Impact**

As a pupil progresses through the school, they develop an understanding and appreciation of their local area and its place within the wider geographical context. Skills and knowledge taught in Geography are transferable and support pupils to do more and engage more in other curriculum areas. Teachers have high expectations and evidence of this is demonstrated in progress data and KS4 accreditation results. Impact is also recognised in pupils' contributions, questions and enthusiasm in lessons, participation in themed days and assemblies where pupils demonstrate what they know and remember using appropriate vocabulary.

Pupils further develop their abilities in the 4 key drivers of the curriculum as well as improving writing, reading and enquiry skills. Some pupils will become more confident in analysing their own work and expressing views and opinions of the world around them. The depth of knowledge that pupils will attain will vary but all will demonstrate progress from their individual starting points.

Pupils will have also learnt about careers and related work opportunities that are accessible for them in the local and wider community. This is enhanced by visitors to school, educational visits and fieldwork which provide opportunities for further relevant and contextual learning.

## **Assessment, Recording and Feedback**

Teachers record progression with evidence and levels of mastery through the school's online data recording system which allows all teachers access to cross curricular targets from other subjects. Staff have a good knowledge of the strengths and areas for development of individual pupils. From this, accurate judgements can be discerned to ensure targets are sufficiently challenging to meet staff's high expectations through:

- Continuous Teacher assessment of small step targets which are related to previous National curriculum and P scales descriptors.
- External assessment leading to nationally recognised accreditation.
- The monitoring and evaluation of Individual Education Plans (IEPs) and individual objectives, target planning and recording.

In addition, summative information can be found through:

- End of Key Stage 4 Record of Achievements and accreditation
- the Annual Review of a learner's Education, Health & Care Plan.
- the annual End of Year Report.

Additional supporting comments can be gathered through:

- Regular parents' evenings.
- Comments and input from parents and other professionals.

### **Annotation and Feedback**

Pupil work (be it digital or physical form) should be named, dated and annotated by staff. This annotation should include achievements, level of independence and any staff input. This is done in accordance with the annotation & marking policy and will inform future lessons and provide evidence towards pupil assessment progress on Onwards and Upwards.

Verbal feedback is provided constantly by staff to support and allow the pupil to gauge their progress and success immediately. This allows pupils to learn from errors/ misconceptions and to make appropriate adjustments in their learning. Verbal feedback must be appropriate to the level and understanding of the learner. Staff regularly inform the teacher as to the level of independence and mastery of targets throughout the lesson and all these contribute to supporting the staff team and teacher to fully monitor, evaluate and record pupils' progress.

### **Role of the Subject Leader**

The subject leader's responsibilities are to:

- ensure a high profile of the subject in both the independent curriculum and the thematic approach
- ensure a full range of relevant and effective resources are available to enhance and support learning and for providing a regularly updated audit of resources planned through the annual Subject Development Planning cycle and expenditure evaluated as part of that process.
- model the teaching of Geography
- ensure progression of the key knowledge and skills identified within each unit and that these are integral to the programme of study and relevant to each child's start and end points.
- monitor data, books and ensure that key knowledge is evidenced in outcomes, alongside and as supported, by SLT
- monitor planning and oversee the teaching of Geography
- lead further improvement in and development of the subject as informed by effective subject audits and colleague feedback
- ensure that the Geography curriculum has a positive effect on all pupils with SEND
- ensure that the Geography curriculum takes account of the school's curriculum drivers which promote independence, communication, being safe and positive physical and mental health & wellbeing.
- ensure that the curriculum takes account of the school's context and promotes children's pride in the local area and, where possible provides access to positive role models from the local area to enhance the geography curriculum
- ensure that approaches are informed by and in line with current identified good practice and pedagogy; to network and maintain existing links with clusters or individuals with specialist

expertise, and take advantage of regular opportunities for professional development to enrich and improve teaching and learning in geography

- have a general responsibility for LA and Schools Safety Policies within their subject area and be directly responsible to the Headteacher for the application of all health, safety and welfare measures and procedures within their own department/ area of work. E.g. conducting risk assessments for the subject and associated educational visits.

### **Appendices:**

1. Subject Maps for Key Stages 3 & 4
2. Schemes of Learning

### **Links with other policies**

- Curriculum Policy
- Annotation and Marking Policy
- Autism Policy
- Intensive Interaction Policy
- AAC Policy
- Total Communication Policy
- Online Safety Policy
- Health & Safety Policy appendix for subjects

This is not an exclusive list of policies and should not indicate to the reader that there are no other policies or statutory guidance relevant to the understanding of best practice within our learning community.

<b>Policy approved by governors:</b>	July 2022
<b>Review Date:</b>	July 2023
<b>Signed:</b> T Ashton, Chair of Governors	
<b>Signed:</b> D Grogan, Head Teacher	