



Policy Document Title:	Geography Policy
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Philosophy

Geography is an essential feature of a broad and balanced curriculum. It includes study of the United Kingdom, Europe and the Wider World. An understanding of the inter-relationships between man and his environment is developed through thematic and real place studies. The acquisition of geographical skills, the ability to problem solve and the ability to formulate geographical questions are central to the curriculum. Geography has many cross curricular links.

Geography is interesting, fun and links to most everyday experiences.

Aims and Objectives

Geography in the school is based on the recommended Programme of Study. Each pupil to base studies on the following criteria:

- Foster a sense of wonder about the world, its environments, and its cultures.
- Equip pupils with knowledge about diverse places, people, resources, and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.
- Develop competency in a range of geographical skills, including the use of maps, fieldwork techniques, and data interpretation.
- Encourage critical thinking about global issues such as sustainability, climate change, and urban development.
- Promote inclusivity, ensuring that VI pupils have equitable access to all aspects of the curriculum.

Differentiations for Levels of Ability

- Work for pupils in the Primary department is moderated and differentiated as necessary by the class teacher.
- At Key Stage 3 Geography is delivered as a foundation subject, and within cross-curricular learning.
- At Key Stage 4 pupils follow Entry Level courses by completing AQA Unit Awards or ASDAN awards as appropriate.
- Pupils with additional needs follow a broad, balanced Geography curriculum where the structure:
 - a. Matches the pupil task.
 - b. Develops basic geographical skills.
 - c. Broadens knowledge of the local and wider world

Classroom approaches

The classroom approach is based on:

- Provision of suitable experiences where pupils are encouraged to explore new ideas and topics.
- Encouragement of a relaxed teaching environment in which all pupils can experience investigations, problem solving and drawing conclusions from resources.
- Facilitation of discussion and geographical concepts including: observations, recording and interpretation of data, drawing valid conclusions, mapping skills, taking into account modification for VI.
- Providing a situation that caters for each individual pupil's progress.

Visual Impairment and Geography

Many VI pupils have a more restricted range of experiences than a fully sighted pupil. This may lead to problems in acquiring concepts and understanding. The pupil will probably require a great deal of concrete experience if they are to understand concepts that a fully sighted child assimilates incidentally.

- The pupil's level of geographical functioning may not reflect their true intellectual potential. Specific geographical concepts will need to be taught through a variety of mediums; diagrams, models, audio descriptors.
- For most VI pupils, geographical concepts depend on an interest and knowledge of the local environment and beyond, real life experiences of physical geography and

understanding of distance and time. All concepts can be consolidated by real experiences, and presentation of difficult concepts through a variety of medium.

- Before introducing a new topic, the pupil's level of experience and knowledge needs to be established. This takes place through informal baseline assessment of a new topic.
- Specific geographical vocabulary is introduced and learnt alongside concepts and experiences.
- The skills required for Ordnance Survey map work and complicated diagrams are very difficult for VI pupils. Maps and diagrams often need to be individually modified for the user. The skills involved in map work are time consuming and map work will be introduced to pupils who will manage it. With pupils who are finding OS work extremely difficult, achievement in other aspects of geography is more important, and some map skills will not, therefore, be covered in great detail.

VI Specific Skills in Geography

- An ability to listen carefully, as VI pupils will not always learn incidentally.
- Organisation skills to promote independence.
- Systematic introduction of equipment for measuring and recording.
- Levels of accuracy in reading data, measuring and drawing will vary with the individual level of visual functioning, or tactile development.
- Any type of practical geographical skill is time consuming, and adequate provision must be allowed.
- Training in map skills for those who have the spatial and tactile ability. (see above section)
- Resource and research materials may require the use of artefacts, reprographics equipment, CCTV, Internet, Braille, LVAs. The Reprographics department will be available to help with data production and development.
- Permanent data will be produced in a medium that enables pupils to have permanent access to it, for instance: Minolta graphs.
- Some fieldwork data will be recorded on audio tape, for access by all pupils.
- All practical activities, especially 'outdoor skills' will be properly structured for Visual Impairment. This will include necessary risk assessments.

Assessment and Evaluation Procedures

- At Key Stage 2 and 3 pupil progress is monitored by teacher assessment.
- Entry level progress is monitored through end of topic assignments, and/or achievement of Unit Awards.
- Progress is reported in line with the Monitoring and Evaluation Policy.

Cross Curricular Links

Geography impacts into all subjects across the curriculum, and pupils are encouraged to find geographical links in all areas of their learning.

Citizenship

Geography offers scope to include citizenship. Pupils should develop a knowledge and understanding of rights, responsibilities, legal and democratic institutions and processes, issues of diversity, economic development and environmental issues. The Geography department works with these subject areas:

- To co-ordinate a continuing cross-curricular model - skills learnt in other subjects can be transferred to Geography tasks.
- To enhance theme-based topics.
- To give them pupils the confidence and conviction that they need to become informed and responsible citizens who can play effective roles in society.

Spiritual, Moral, Social and Cultural Development

The Geography Curriculum contributes to students' SMSC development by

- Developing understanding of individual and social identity and interaction
- Encouraging pupils to identify and engage with the feelings and values required to understand their place in the world
- Encouraging pupils to appreciate cultural influences; participate in culture opportunities; understand, accept, respect and celebrate diversity

Health and Safety in Geography Department

- Compliance with the Health, Safety and Security policy of the whole school is adhered to at all times.
- Electrical equipment will be regularly monitored and checked by the Health and Safety advisor.

- Risk assessments will be recorded before any fieldtrips, following DfEE guidelines: “Health and safety of Pupils on Educational Visits.”