



**Villa Real School**  
*together we achieve*

# Geography Policy 2023

Responsibility: S.Wright

Date: June 2023

Signed & Adopted by the Governing Body:

Chair of Governors

Date: 29.06.23

To be reviewed: June 2027

## **INTRODUCTION**

Villa Real School is committed to providing a broad, balanced and relevant curriculum for its pupils and students.

## **DEFINITION**

Geography can be taught as a discrete subject or as cross curricular topic. Pupils and students work at their own pace, at a level suitable to each pupil/student. Main methods of delivery are kinaesthetic with visual and auditory prompts, to support learning and progression in a safe and controlled environment.

Geography is about people and places and the effect they have on each other. It involves geographical experience and awareness and learning geographical skills. Geography encourages pupils to explore the world around them through practical activities using multi-sensory approaches. Real experiences of journeys and different locations are also important components of the learning process and are therefore an important part of the Geography curriculum.

Geography at Villa Real is taught using a topic approach. For some pupils/students this requires a multi-sensory approach, designed to enhance their experience of, and ability to respond to learning situations and their environment, including other places and people.

As geographical skills and language become more abstract and classification becomes more of a challenge, students will revisit key language and concepts throughout their learning to strengthen recall and memory. These abstract concepts are taught in practical ways to ensure students develop a robust understanding and to make concepts as concrete as possible.

## **SCOPE**

This Policy applies equally to all students and pupils in the School, with full consideration being given to each individual's specific needs in relation to an awareness, understanding and experience of Geography. All students will be treated equitably and with respect irrespective of their disability, gender, social, cultural, ethnic or religious background, family circumstances or age.

## **RATIONALE**

Villa Real School believes that the experiences offered to children through the teaching of Geography, help the children to understand the world

around them in which they live, as well as the implications of humanity on the wider world.

## **AIMS**

At Villa Real School we shape our Geography curriculum to ensure it is fully inclusive to every child. Our aims are to fulfil the requirements of the National Curriculum for Geography; providing a broad, balanced and differentiated curriculum; ensuring the progressive development of geographical concepts, knowledge and skills; and for the children to develop a love for geography.

At Villa Real Geography offers pupils/students learning experiences that will enable them:

- To develop an awareness of self and their immediate environment
- To identify, observe and utilise enquiry skills through the exploration of first local, then wider environments
- To develop concepts of spatial awareness and position within the environment
- To develop an awareness of cultural and ethnic diversity, within our society, and to foster an interest in people and places beyond their immediate environment
- To develop an understanding of the different contributions a variety of individuals and services make to a community

## **REQUIREMENTS/EXPECTATIONS**

Each area of the Geography curriculum is taught throughout the School within levels dictated by the needs and abilities of individual pupils and students, and with regard to the age appropriateness of content and/or style. Individual levels of attainment in all areas will be monitored and recorded by class teachers using systems developed in school. The subject is planned by the relevant class teachers and overseen by Geography co-ordinator. Long term planning is approached using a combination of National Curriculum guidelines, ASDAN and AQA criteria. Wherever possible it is integrated with other subjects in cross curriculum activities.

The Geography co-ordinator is responsible for the overview, to ensure a good breadth of study. Each teacher is responsible for the evaluation of their Geography lessons on completion of the topic or unit.

Work undertaken is evaluated on a class basis. Assessments are updated using B squared Assessment Programme each term for individual students.

Details of Geography activities are reported on in annual reports to parents at the end of the Summer Term.

Where appropriate, class teachers will liaise with other professionals in developing effective and appropriate teaching/learning situations and monitoring individual progress.

The Geography Coordinator monitors the planning, participates in regular learning walks and work scrutinies, and moderates pupil/student work giving feedback to class teachers each term. The subject coordinator aims to meet with other geography teachers across County Durham to look at work from pupils/students in different schools and moderate work together.

Where appropriate, class teachers will liaise with other professionals in developing effective and appropriate teaching/learning situations and monitoring individual progress.

It is the intention of the school to provide the resources and opportunities for training necessary for teaching and non-teaching staff to put the policy into practise.

### **MOST ABLE**

Pupils who have been identified as most able will have specific strategies and interventions appropriately planned by the class manager and overseen by Senior Management to ensure that their specific needs are met.

### **ENTITLEMENT**

Each teacher or class leader is responsible for teaching Geography to their own class.

Pupils/students on pathway 2 follow a sensory curriculum. They explore the sensory skills and understanding through a range of sensory activities bespoke to their individual needs. Pupils/students on pathway 3 and 4 access Geography as part of their formal curriculum.

**Early Years:** Within EYFS, Geography is explored through the specific area of learning 'Understanding of the World'. Pupils will engage with activities to build foundations linked to historical skills and understanding. This contains statements from the 2021 Development Matters which include prerequisite skills for Geography within the National Curriculum and how skills are taught across EYFS feed into the national curriculum subjects.

**KS1 Classes:** Geography takes on more of a formal structure when moving onto Key Stage One and the National Curriculum principles and guidelines are adhered to. Geography is taught on a weekly basis and follows a 4 year curriculum overview of topics e.g. our seaside, Coast and country, around

the world. The Key stage 1 overview builds on the prior learning and experiences of pupils in EYFS. The areas of learning explored in EYFS prepare pupils for key stage 1 teaching and learning. Key Stage One pupils begin by exploring their local area. They then begin to study aspects of the UK and the wider world.

**KS2 classes:** Geography takes on more of a formal structure when moving onto Key Stages Two and the National Curriculum principles and guidelines are adhered to. Geography is taught on a weekly basis and follows a 4-year curriculum overview of topics e.g. Extreme Earth, Investigating coasts and rivers, How and where do we spend our time. Key stage 2 long term plan focuses on further developing skills and knowledge from the previous key stage. The topics chosen have clear links to the Key Stage One long term plan allowing the opportunity to build on prior learning ensuring a progressive curriculum. Pupils will revisit key language and concepts through the years to strengthen and recall memory. Each area of learning ensures pupils deepen their knowledge of geographical concepts through enquiry and fieldwork. A key focus is around how human and geographical processes interconnect and impact each other. In Key Stage two we continue to develop a strong understanding of the diversity of the people and the places around the world. The plan ensures that pupils gain the knowledge and understanding required to prepare them for the next stage of their learning.

**KS3 Classes:** Key Stage 3 pupils follow the National Curriculum principles and guidelines for Geography. Geography is taught on a weekly basis and follows a 4-year curriculum overview of topics e.g. Coastal Zone, Middle East, Global superpowers. Key stage three long term plan focuses on further developing skills and knowledge from previous key stages. The topics chosen have clear links to the Key Stage one and two long term plans allowing the opportunity to build on prior learning ensuring a progressive curriculum. Students will revisit key language and concepts throughout the years to strengthen recall and support memory. The long term plan ensures that students recall and build on geographical knowledge and skills developed in previous key stages. A key focus is around change over time and prevention and reducing impact in the future. In key stage three the curriculum contributes significantly to students developing awareness of the diversity of people and places around the world. The plan ensures that pupils gain the knowledge and understanding required to prepare them for the next stage of their learning.

**KS4 and KS5 Classes:** At Key stage four and five, Geography is no longer taught as a distinct subject. Geography is part of the wider curriculum,

discussed through PSCHE, CEIAG and ASDAN programmes. Students are encouraged to have an interest in the world and current affairs, the environment and population change in this country and the world; and to reflect on how geographical awareness affects the plans and opportunities that are available to them today.

### **Strategies and approaches used within Villa Real School:**

Activities are usually taught to a whole class with individual or small group support where necessary. Students are encouraged to help each other during all activities. Varying strategies and approaches will be employed to ensure maximum accessibility to any Geography work. Such strategies could be:

- Following a colour trail around the School
- Going on walks around the local environment
- Fieldwork visits to farms, reservoirs and other local places of interest
- Drawing maps of the classroom, school, neighbouring area
- Individual or group work using worksheets
- Co-operative work in group
- Interactive activities using whiteboards
- Watching DVD's
- Use of the Internet
- Photographs/pictures
- Tourist information leaflets/brochures

The younger pupils will learn through play, first-hand experience of objects, and exploration of their local environment, knowledge and understanding of people and places.

The older students learn through looking at maps, videos and pictures of people and places around the world. Some pupils/students will be able to record their findings, either by use of digital photographs or video taken on visits to places of interest, or by written work. A knowledge and understanding of environmental issues is encouraged by with our use of the Forest school and the sensory gardens around the School.

Sensory and practical experiences are offered to those pupils and students who have profound and multiple learning difficulties. All lessons will include practical work, investigations and discussions.

### **Fieldwork and Outdoor Education**

Fieldwork is an essential component of geography education. It enables the pupils to better understand the geographical reality, develop subject knowledge, gain a range of skills that are difficult to develop in the classroom

alone and aid motivation and self-development. When carrying out fieldwork, this is a way for pupils to think like a geographer; what, where, how and why. At Villa Real School we look at land based activities, e.g. Rock Climbing, Mountaineering Skills, Map reading, and we look at water based activities, e.g. Canoeing, body boarding and gorge walking.

## **CONCLUSION**

This school believes that the teaching of Geography is important to enable pupils and students to develop an awareness, knowledge and understanding of the world around them. We are committed to providing full opportunities for each individual to achieve the aims described above.