



North Ridge High School Geography Policy



Curriculum Policy for *Geography*

Equality Statement

Equalities Act 2010

The Equality Act 2010 has been drawn up to tackle inequality and prevent discrimination against people on the basis of 'protected characteristics'. It brings together several existing laws and aims to make understanding the law simpler. It also introduces a new single public sector equality duty, which requires public bodies to actively advance equality.

All policies at North Ridge take account of this Act.

UNICEF Rights of The Child

Rights Respecting Schools

In the 1940s, the United Nations produced the Universal Declaration of Human Rights which was adopted in 1948. This Declaration applies to children as well as adults. However, growing awareness of the rights of children led to calls for a dedicated children's human rights treaty.

Article 29: Goals of education

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

INTENT

Purpose/Rationale

This policy outlines the purpose, nature and management of *Geography* taught in our school. North Ridge strives to provide high-quality *Geography* education to all pupils. A high-quality geography education should inspire in pupils at North Ridge a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about different places, people, resources and natural and human environments, together with an understanding of the Earth's key physical and human processes. As pupils progress, they should have some understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

Overview

Geography is taught in KS3 and KS4 throughout the year. *Geography* is also taught within theme as part of the curriculum for structured and experiential learners.

Aims

The National Curriculum identifies 4 aspects of *Geography* by which pupils are able to demonstrate their knowledge, skills and understanding. These are geographical enquiry and skills, knowledge and understanding of patterns and processes and knowledge and understanding of environmental damage and sustainable development. These aspects

are developed through the study of places and themes directed by the National Curriculum.

Geographical enquiry and skills - Elements of this aspect should be included in all work in Geography and provide a framework whereby pupils are given an opportunity to observe, question and record, and to communicate ideas and information. They include using geographical terms, undertaking fieldwork activities, following directions, using maps and plans, identifying geographical features and using secondary sources and ICT.

Knowledge and understanding of places - In this section, pupils will have the opportunity to identify and describe different places and environments, taking into account physical and human features, the similarities and differences, distinctive characteristics and how they fit within a wider geographical context. Pupils are also encouraged to explore the idea of global citizenship.

Knowledge and understanding of patterns and processes - Under this heading the pupils will be encouraged to consider ways in which physical and human features occur or are arranged, and how different events can cause changes in a place or environment.

Knowledge and understanding of environmental change and sustainable development - This section provides opportunities for pupils to assess and evaluate their local and global environment, to recognise how the environment may be improved and sustained and to identify opportunities for their own environment.

IMPLEMENTATION

Teaching & learning

Geography is taught in KS3 & KS4. This is taught on a Humanities cycle. KS3 and KS4 classes have a Geography lesson once a week during their designated half terms where the focus is geography. Geography will be taught within theme lessons for structured and experiential learners. We use a variety of teaching and learning styles in our geography lessons. We encourage children to handle artefacts and to ask as well as answer geographical questions. We offer them the opportunity to use a variety of data, such as maps, statistics, graphs, pictures, aerial photographs, geographical footage and we enable them to use IT in geography lessons where this serves to enhance their learning.

Planning

Planning is in line with the school planning policy. We have divided up the breadth of study into a three-year Policy cycle. Teachers use the long term plan as a guidance of which topics to cover. Long term plan has been designed in line with 2014 National Curriculum.

IMPACT

Knowledge, Skills and Understanding

Pupils will have developed the geographical knowledge and skills to help them explore, navigate and understand the world around them and their place in it.
Pupils will retain knowledge that is pertinent to geography with a real life context.
Pupils will have an understanding about the world around them and how it has been shaped.
Pupils will work collaboratively to solve problems and explain the processes that they have taken/observed within a real life context.
Pupils will act as good citizens within their local community.

Assessment, Recording and Reporting

- B-squared assessment tool
- Teacher observation of pupils' work
- Self-assessment
- Records of achievement

Staff Development

Staff will have access to external courses where this is clearly linked to SDP and impact on pupil progress.

Resources

The subject leader is responsible for a budget allocation for the subject area in order to order new equipment and materials as necessary.
Resources for Geography topic are stored in a class stock cupboard.

Monitoring and evaluation

The Head teacher, Assistant Head, the Geography Co-ordinator, Assessment Co-ordinator and teachers, monitors Geography having identified priorities, the SLT and Geography Co-ordinator construct an action plan that may form part of the School Development Plan. This forms the basis for any monitoring activities and will clearly identify when, who and what is to be monitored and how this will take place e.g. classroom observation, planning scrutiny, work sampling etc.

Review

Date approved by Governors:12.7.22

Date of review: July 24