



School Vision

At Robert Peel Primary School our vision is to develop confident, resilient and independent learners who are able to communicate effectively with others. Our aim is for the children to be happy in all aspects of school life and for them to aspire to be the best they can be.

We will achieve this by creating a culture of independent learning and discovery that is stimulating and enjoyable for both children and staff. The children's views will be sought and valued and high expectations will ensure that all children achieve even when challenged.

Subject Vision

Our Geography curriculum aims to spark children's curiosity about the world and its people and encourage them to think of themselves as 'global citizens'. It intends to equip children with a broad knowledge and understanding of significant places in the United Kingdom and other countries, as well as considering the physical environment we live in and the impact human life is having on this. We focus not only on our locality but beyond this too, in order to broaden children's horizons about the vast and ever-changing world we live in. We aim to provide learning opportunities and experiences that help children develop their subject-specific vocabulary relating to human and physical geography and to also begin using important geographical skills, including first-hand observation, to enhance their awareness of their environment.

Aims of Policy

Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures. Geography teaching will motivate children to find out about the physical world and enable them to recognise the importance of sustainable development for the future of mankind.

The aims of our geography curriculum are:

- To enable children to gain knowledge and understanding of places in the world.
- To increase children's knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in our multicultural country.
- To allow children to learn geographical skills, including how to use, draw and interpret maps.
- To enable children to know and understand environmental problems at a local, regional and global level.
- To encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means.
- To develop a variety of other skills, including those of enquiry, problem solving, ICT, investigation and how to present their conclusions in the most appropriate way.

Teaching and learning

We use a variety of teaching and learning styles in our geography lessons and recognise the strong cross-curricular links this subject can have with others. We believe in whole-class teaching methods and we combine these with enquiry-based research activities. We encourage children 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 and aerial photographs, and we also enable them to use ICT in geography lessons where this serves to enhance their learning. Children sometimes take part in role-play and discussions and then they present their findings in reports back to the rest of the class. They also engage in a wide variety of problem-solving activities. When teaching the whole class, teachers should give children the opportunity to talk to extend their thinking and consolidate their understanding. Teachers should also ensure that all learning takes



place within a safe environment with a particular focus on the use of resources. Visits to off-school sites should be arranged in line with the School Visits Policy.

Resources

There are a wide variety of resources which are used to support and enhance the teaching of geography in our school. Here are some of the most commonly used items:

- Atlases
- Maps/visual aids – aerial photographs, graphs etc.
- Online access – iPads/laptops - Google maps

Assessment, Recording and Reporting

The class teacher's role is:

- To plan effectively for geography, liaising with the Leader where necessary, in order to ensure progression in the acquisition of geographical skills in line with the National Curriculum.
- To make accurate and timely assessments of pupil's progress
- To inform parents of pupil's progress and attainment in Geography during parent's evening consultations and yearly reports.
- To develop and update their own skills, knowledge and understanding of geography by identifying any gaps and taking advantage of any available training opportunities.

Monitoring

The Geography Leader is responsible for coordinating and monitoring geography throughout the school.

This includes:

- Ensuring continuity and progression from year group to year group through monitoring books and planning.
- Ensuring own knowledge is up to date and taking advantage of any CPD opportunities that arise for geography subject leaders.
- Guiding colleagues on how geography should be taught.
- Identifying and advising on any particular training needs and booking staff on appropriate courses.
- Assisting with buying and maintaining resources within the yearly budget.
- Assisting and supporting colleagues in the implementation and assessment of geography throughout the school.

The Governors are responsible for monitoring the effectiveness of the policy through their scrutiny of standards and leadership and through feedback on the quality of teaching.

SEND

At Robert Peel we plan to provide for all pupils to achieve, including boys and girls, more able pupils, those with SEN, pupils with disabilities, pupils from all social and cultural backgrounds, children who are in care and



those subject to safeguarding, pupils from different ethnic groups and those from diverse linguistic backgrounds.

- We enable all children to access our geography curriculum by:
- setting common tasks which are open-ended and can have a variety of responses
- grouping children and setting them appropriate tasks of varying levels of difficulty
- providing a range of resources of different complexity
- using TLP's and LSA's to support the work of individual children or groups of children