



GEOGRAPHY POLICY

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Curriculum Intent for Geography at Abbey Court School

Geography is a subject which unlocks the door to the world in which we live and prepares our children to become global citizens in the future.

Geography at Abbey court is a subject which builds on young people's own experiences, helping them to communicate, develop their skills and find answers to issues affecting their lives and others lives. It opens their eyes to the beauty and wonder around them and enables them to understand attitudes and values which shape the way we understand the world and the people in it.

Teaching Geography at Abbey Court School fundamentally is to expose and excite pupils to engage and learn about the world in which they live in a practical and engaging way to prepare them for the present and the future. The geography curriculum focuses on their own 'personal geography' which enables pupils to understand their immediate environment, harnessing and building on knowledge, therefore gaining independence in their abilities to access their community and what it offers. It enables pupils to make informed decisions and choices to support them in their future. This then prepares pupils to fully engage and play an active part in their community.

Our hope is for pupils to become aware of the differences in their communities and further afield, we teach this by giving our pupils the opportunities to develop skills and knowledge both inside and outside of school. We do this through; discrete teaching, weekly educational visits, residential trips, Duke of Edinburgh, clubs such as Young Farmers and Scouts and a range of in school specifically planned events to build on pupil's knowledge and learn the skills they need to support them in their future learning and development. We believe at Abbey Court it is essential that our pupils receive a relevant, meaningful and purposeful geography curriculum to enhance their future prospects in life and to have a functional place within society.

1. Introduction

Geography is a statutory part of the National Curriculum and as such is an entitlement for all pupils at Abbey Court School.

2. SMSC

Abbey Court School makes effective provision for spiritual, moral, social and cultural (SMSC) aspects of learning and thus promotes the development of the whole child. Abbey Court School values

highly its work in personal, social, health, sex and relationship education and citizenship. We want pupils to become responsible adults and supportive citizens and seek to create an ethos and climate in the school which will help them to flourish as young people, therefore, we actively promote and evaluate pupils' spiritual, moral, social and cultural development.

The four SMSC aspects are connected and the school's provision for one area will often make an impact on another, eg. when pupils listen to music from different cultures this may also make an impact on their spiritual development. Activities to promote moral development are also likely to have an impact on social development. The school provides opportunities to promote these aspects of pupils' development, within the curriculum. Each subject policy therefore enables staff to be clear about what it means to promote development in these four areas, within each subject. This is further supported through the subject schemes of work and the SMSC Exempla.

3. Rights Respecting School

Abbey Court School is a Rights Respecting School and puts the 54 articles of the Unicef Children's Charter at the heart of all school policy. This policy reflects that we believe that as a school we must do everything possible to ensure that, through their learning, our pupils grow as healthy as possible, learn at school, receive protection, have their views listened to, and be treated fairly.

4. Curriculum Planning

- To ensure coverage of the National Curriculum, Geography is offered as a discrete subject and by using a cross curricular approach.
- Pupils in the nursery are involved in practical, experiential Geography through play and a range of experiences under the Early Years Foundation Stage (EYFS) heading 'Understanding the World' with sub-headings; People and Communities, The World and Technology.
- Students who attend the Further Education Unit are involved with Geography using a Cross Curricular Approach, through ASDAN, AQA Awards and Environmental Education which offers an extension of their previous work and can be accredited through aspects of the Youth Award Scheme and other schemes.
- A coverage plan is in place, which ensures progression and continuity throughout the school.
- Schemes of work for each class have been developed from coverage plans.
- Teaching staff are responsible for class timetables showing Geography. This is monitored termly by SMT. For further details on times refer to the Teaching and Learning Policy.

5. Styles of Teaching

- Styles of teaching in Geography are subject to Abbey Court's Teaching and Learning Policy (Styles of Teaching).
- The majority of activities are initially directed progressing, as appropriate, to pupil developed activities and then to pupil initiated activities.
- The class teacher's role is developed according to the pupils' needs to include consultant, assessor, monitor, etc.
- The class teacher varies the teaching styles in relation to pupils' educational needs. Refer to the Abbey Court School Curriculum Policy.

6. Styles of Learning

- Pupils, at times work individually, in pairs, small groups or as a whole class. In certain cases pupils learn across classes.
- Pupils participate in a variety of practical activities using a range of resources appropriate to their individual needs.
- Pupils are encouraged to evaluate their progress, being self critical where appropriate and also to evaluate, comment upon and give encouragement to the work of others.
- The schemes of work specify specific geographical skills to be worked on by the pupils.

7. Assessment

Refer to Abbey Court School's Assessment, Recording and Reporting Policy.

- Monitoring of Geography is done through observations of lessons, scrutiny of work (red files), checking of targets set and Progress Tracker Data.
- Day to day assessment takes place through observation and marking and, therefore, is used to inform the next stage of planning.
- A consistent approach to marking is used throughout the school. Refer to Abbey Court's Marking Policy.
- Wherever possible pupils are involved in the assessment of their own work.
- Aspects of Geography work are included in the Pupil Profiles.

8. Cross Curricular Links

Abbey Court School pupils have access to Geography in a discrete and cross-curricular manner. Understanding and skills required in Geography are obtained and reinforced through subjects including English, Maths, Information and Communication Technology, Art and Food Technology and Forest School trips. Equally skills and understanding acquired through Geography are used to reinforce learning, where appropriate, in other areas of the curriculum including Educational Visits.

9. Special Educational Needs and Differentiation

- Approaches to work are reviewed with respect to individuals' specific needs, for example pupils with Profound and Multiple Learning Difficulties and high achievers. This requires a flexible and differentiated approach through individual planning and the implementation of individual targets. Ideas for these strategies for differentiation are provided by the Subject Leader through schemes of work.
- Abbey Court School pupils are given access to opportunities and resources, which meet their individual needs and abilities.

10. Staffing (including support staff) and Resources

- Class teachers are responsible for the planning, teaching and recording of Geography and for the development of day-to-day support from teaching assistants. Work experience students and volunteers are also be used to support learning.

- Class teachers are responsible for developing Geography displays to act as a celebration of pupils' achievement, a source of information, reinforcement of work undertaken and as a stimulus for further work.
- Specific training for teaching and support staff is facilitated by the Senior Management Team and advised by the Geography Subject Leader and may be included in the School Development Plan.
- The Geography Subject leader is responsible for the overview of Geography resources. These shared resources are located in topic boxes in the staff room on the Rainham site and in the curriculum resources cupboard on the Strood site.
- Annually the Subject Leader will bid for resources in accordance with needs identified on the curriculum action plan, with regard to the schemes of work. This bid is submitted to Headteacher at the beginning of each financial year.

11. Equal Opportunities

Pupils at Abbey Court are provided with opportunities to access all areas of the Geography curriculum. Refer to Abbey Court School's Equal Opportunities Policy.

12. Health and Safety

The teaching of Geography is subject to the Abbey Court School's Health and Safety Policy. All staff is responsible for becoming familiar with and adhering to the policy requirements. Particularly relevant is the educational visits policy section and associated risk assessment protocols.

13. Integration Including Community Links

Integration opportunities in to mainstream settings and other special schools will be developed where appropriate. Educational visits are used to encourage observation, knowledge and understanding of the local area. They are also used to enrich and enhance topics set within the schemes of work.

14. Evaluation and Review

Reference should be made to the Abbey Court Subject Leaders role in the Learning Policy.

The Geography policy will be reviewed in light of:

Changes to the National Curriculum.

OFSTED requirements.

Monitoring of its effectiveness in light of implementation.

Changes in Abbey Court School's organisation.

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GEOGRAPHY LEAD

Written - 3.11.97.

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Updated March 2000 Julie Stride

Updated Summer 2002 Stella Wilson
Updated Summer 2005 Beverley Connolly
Updated Autumn 2007 Lucy Gorf
Updated Autumn 2009 Rachel Moon
Updated Autumn 2010 Rachel Moon
Updated Autumn 2011 Rachel Moon
Updated Autumn 2013 Samantha Canning
Updated Spring 2016 Samantha Canning
Updated Summer 2018 John Bosley
Updated Autumn 2020 Samantha Frankum