

## **Maple Medical PRU**

### **Geography Policy**

#### **Geography curriculum**

The Geography curriculum at Maple Medical PRU is taught to pupils in Key Stage 3 and involves the study of places, the human and physical processes which shape them and the people who live in them, enabling pupils to understand their sense of place within the wider world.

In Mulberry, Geography is taught to pupils through theme or topic subjects and appropriately related AQA Unit Awards. Some geographical skills are covered via work with the Forest School.

#### **Aims**

Stimulate pupil interest and understanding of the world around them and their place within it

Develop and enhance their knowledge, understanding and skills relating to physical and human processes which shape places, environments and the people that live there;

Promote a deeper awareness of the world around them which encourages respect and understanding of different cultures;

Teach a range of geographical and key skills which can also be applied in other subjects such as problem solving, observing, enquiring, investigating, interpreting information and developing their independent learning skills;

Encourage pupils to take responsibility for their own learning by developing their independent research skills which will help to prepare them for learning in key stage 4

Support pupils' spiritual, moral, social and cultural development

Enable pupils to develop their theoretical knowledge and understanding of geography as well as opportunities to apply their knowledge and develop practical geographical skills

Ensure that all pupils have equal access to learning, providing appropriate levels of challenge and support to enable everyone to achieve their full potential

#### **Principles,/values/connections to wider school aims**

This policy is based on the Maple vision, values and aims which is our commitment to:

- Creating an educational provision which is safe, caring and nurturing and enables pupils to learn and staff to grow

- Respect, equality, individuality and achievement at all levels of ability and age
- Provide a happy and stimulating environment where pupils can achieve their full potential
- Remove as many barriers to learning as possible
- Have high expectations of teaching and learning and reward achievement

This policy is written in conjunction with the School Development Plan and supports these specific aims within those documents in the academic year 2019/20.

For all teachers to share good practice via peer observations

Ensure all pupils have access to an appropriate KS4 curriculum including Mulberry

Measure progress of SEND pupils

## **Procedures and practice**

### **Intent (aims and purpose)**

- To enable pupils to gain knowledge and understanding of the world and be aware of their own place in it;
- To increase knowledge of other cultures and in doing so teach respect and understanding of what it means to be a positive citizen in a multi-cultural country;
- To raise awareness of social issues such as inequality, prejudice and discrimination;
- To question their own ideas and opinions and be open minded to consider those of other people, developing respect and tolerance towards others;
- To raise awareness of environmental issues affecting populations at a local, regional, national, international and global level;
- To enable pupils to develop as independent learners and thinkers by providing activities which encourage them to engage in problem solving and enquiry tasks;
- For pupils to develop co-operation and collaboration skills by taking part in group work tasks;
- To develop geographical skills such as drawing and interpreting maps and graphs;
- To increase literacy skills by encouraging the use of geographical words and terms as well as opportunities to carry out extended writing activities;
- To enable all pupils to be able to access the Geography curriculum by adopting a range of teaching strategies and styles and adapting resources to meet individual pupil need as well and providing support where appropriate;
- Maintain high standards of behaviour and teaching
- Ensure that pupils are aware of their current level, their target grade and the steps needed to make progress
- To develop a good work ethic and strive to achieve, meeting or exceeding their target.
- Monitor achievement regularly, intervening when necessary to ensure students achieve their full potential and progress,

## Implementation

Geography in Mulberry KS2 is taught as part of a topic or theme (for example flight, where we identified routes across oceans) and skills from the KS1 and 2 curriculum are taught and developed.

Geography is taught in line with the Department for Education's Programme of Study which states that in Key Stage 3:

'pupils should consolidate and extend their knowledge of the world's major countries and their physical and human features. They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time. In doing so, they should become aware of increasingly complex geographical systems in the world around them. They should develop greater competence in using geographical knowledge, approaches and concepts [such as models and theories] and geographical skills in analysing and interpreting different data sources. In this way pupils will continue to enrich their locational knowledge and spatial and environmental understanding'.

A range of learning opportunities are offered which includes physical, human and environmental geography topics from a local to a global scale, in addition to geographical skills to support learning. Pupils are able to develop their spatial awareness of countries using maps of the world studying countries such as Africa as well as examining similarities, differences and links between different places. Topics are selected which raise awareness of the geographical processes which interact over time to create distinctive human and physical landscapes such as rivers, coasts and plate tectonics as well as the environmental links between places and the human impact on their fragile ecosystems.

Geography is taught throughout Key Stage 3 for two hours a week. One teacher has responsibility for the subject and has support from a Teaching Assistant. The role involves adapting and amending the curriculum to suit individual pupil need, lesson planning including preparing resources and teaching, liaising with teaching assistants, record keeping, pupil feedback, data tracking, providing data for the SLT, keeping updated on curriculum changes, attending professional development courses, liaising with colleagues in other schools and liaising with colleagues at Maple who teach cross-curricular elements of the subject.

Work is marked regularly in line with Maple's marking policy and feedback given; homework is provided when appropriate to complement learning in lessons and build on knowledge and understanding from each topic.

Individual pupil progress is tracked and appropriate targeted intervention put in place to enable them to reach their full potential

By using an enquiry and problem solving approach, pupils are able to develop skills as independent thinkers and learners in readiness to begin their key stage 4 subjects. They practice skills in research, investigation and evaluation and literacy and numeracy skills are

developed, for example, by encouraging the use of geographical terms as well as practising constructing graphs, tables and charts. There is collaboration with other staff from Maple where cross-curricular links are made.

### **Impact**

- To stimulate pupil interest and understanding of the world around them.
- Provide a broad and balanced Geography curriculum in line with Department for Education Programmes of Study.
- To develop skills which they will need in their key stage 4 courses and beyond including working independently, researching information, applying their knowledge, problem solving, analysis and evaluation of evidence, working to deadlines, communication and team work
- Develop confidence in their own abilities and take a pride in their achievements
- Pupils are involved in their own learning and progress: verbal and written feedback is discussed as part of the learning process and they are able to make adjustments or improvements they need to make
- Pupil progress for all non-Mulberry pupils is carefully tracked from an initial baseline assessment and interventions implemented if expected progress is not being made
- Parents/carers receive regular feedback on the progress of their son/daughter

### **Equal Opportunities and inclusion**

Geography forms part of Maple Medical PRU's curriculum policy to provide a broad and balanced education to all pupils whatever their ability. Learning opportunities are provided that enable all pupils to access the curriculum, by using a range of teaching strategies and styles and adapting resources to meet individual pupil need. Activities are differentiated by input or outcome and enable everyone to experience success whatever their ability, including pupils with additional needs as well as gifted and talented pupils.

### **SMSC**

Social, moral, spiritual and cultural aspects play an important role in Geography lessons. Pupils are able to develop their social skills through regular interaction with their peers and staff in class discussions, group work, paired work, role play and peer assessment. This enables pupils to develop their confidence in a supportive environment. Topics studied encourage pupils to think about how issues in Geography can affect people and think about the moral implications of a human action or inaction on global issues e.g. pollution and its impact on physical and human environments.

## **Health and Safety**

Some pupils at Maple are vulnerable due to their life experiences and/or severe and enduring mental health issues. Everyone is advised when sensitive topics will be taught and are able to opt out if they wish.

## **Homework**

Homework is set regularly when appropriate to the topic being studied, to complement and build on knowledge and understanding. In Mulberry topic themed half termly homework tasks may include Geographical skills (e.g. Creating a polar habitat).

The homework policy for Maple is available on the school website.

## **Resources**

A wide range of resources are used to teach Geography including text books, revision guides, interactive whiteboard packages, articles in the local and national news and teacher produced resources.

## **Assessment**

Pupils are involved in the assessment process and receive regular verbal and written feedback on their class work and homework in line with the Maple marking policy. They peer mark and self-mark when written work has been completed and after assessments have taken place pupils receive detailed class feedback to raise understanding and enable them to make progress. Maple uses a tracking system and gives termly feedback to parents on their son/daughters progress and interventions are implemented where pupils are not making expected progress. These include catch up sessions each week at lunchtime and/or after school.

## **Monitoring and evaluation**

The Geography curriculum is monitored and evaluated each year and any amendments made if necessary e.g. Department for Education changes. The curriculum is monitored by the SLT which includes informal discussions, lesson observations, learning walks, peer observation, drop ins, work scrutiny and appraisal and CPD discussions. The

Management Committee monitor the curriculum through discussion and feedback with the Head Teacher.

**Monitoring and review of policy**

The SLT and Management Committee are responsible for monitoring the implementation and review of this policy through observation, discussion, appraisal/CPD meetings review of record keeping and discussions with Management Committee members. The Geography Policy is reviewed every two years.

**Policy Approval date :** .....

**Review date:** .....