



The Partnership of Springfield and The Meadows



The Meadows School

Geography Policy

Intent

To enable pupils to progress to their individual full potential and be given opportunities to:

- Develop knowledge of the location of places.
- Develop place knowledge and understand geographical similarities, differences and links between places.
- Be aware of human and physical geography and how they can influence and change both environment and climate.
- To build a geographical knowledge of globes, maps, ordnance survey maps, aerial and satellite photographs, atlases and Geographical Information Systems.
- To experience fieldwork to help deepen their geographical understanding and visit a variety of different locations.
- To study British, European and world geography.
- To be aware of cultural, ethnic and religious diversity of different people around the world.
- To investigate aspects of personal, family or local geography.
- To use ICT to research information where possible.
- To make links between geography and other subjects and areas of the curriculum.
- Some students will benefit from a structured and a sensory approach to aid teaching and learning.

The geography curriculum aims to support the Meadows curriculum pathways leading to three broad outcomes: Learning for Life, Learning for Independence, Learning for Employment. For the lowest ability student outcomes might include AQA unit awards and ASDAN programmes of learning, for the more able students a pathway leads to Entry Level qualifications and then Functional Skills Entry Levels and finally the most able students achieve GCSE qualifications and Functional Skills level 1. The proportion of students on each pathway can vary from year to year.

The three pathways lead to distinct outcomes in terms of accreditation but there will also be wider outcomes we aspire to see in the adults who leave the school. The first pathway will aim to develop adults who can care for themselves, keep themselves safe, be healthy and have the communication skills to experience some level of independence including

independent living. The second pathway will aim to develop adults who as well as the former also have some functional skills and the life skills to live independently, some of whom may continue their education by accessing specialist colleges. The third pathway will aim to develop adults who have functional skills and the accreditations to go onto to access education placements in colleges, who will live independently and secure employment. All the pathways will seek for the individual to maximise their potential and be successful members of their local community.

Learning Outside the Classroom is an important part of every subject. In Geography we seek to take learning beyond the classroom as it increases engagement and allows students to develop wider skills. Some activities we use outside the classroom include:

- Fieldtrips
- Orienteering
- Map skills
- Visiting natural features and variety of terrains
- Visiting landmarks and the local area

Resources

Resources will be kept in a specific central room or in classrooms and can be accessed by all pupils and staff.

Implementation

Teaching and Learning

Key Stage 3 and 4 follow the National Curriculum for Geography which is adapted to suit the needs of groups and individual pupils in school. Pupils are taught in class groups and have the opportunity to work individually, in small groups or as a whole group as appropriate. A range of approaches are employed to communicate learning objectives in each lesson or teaching and learning session.

A mixed age group of students who have been identified according to individual need benefit from a structured and a sensory approach to aid teaching and learning.

Pupils who are PMLD and others for whom it is appropriate for will follow accredited learning using ASDAN.

Geography teaching is delivered by staff that will provide planning based on KS 3 programmes of study or other appropriate medium-term plans or schemes of work with support from the geography coordinator if required.

Educational visits are organised by staff and are topic based.

Planning and Record Keeping

Long term topic planning is based on the Key Stage 3 National Curriculum Programme of Study. Pupils are to follow whichever scheme of work is considered appropriate for them. Pupils in Key Stage 3 (Year 7, 8 & 9) will follow a 3-year rolling programme of a medium-term plan and Key Stage 4 will follow a 2-year rolling programme.

All geography schemes of work support inclusive practice.

Pupils who are PMLD and others who it is appropriate for will follow accredited learning using ASDAN "Transition Challenge Sensory," "Transition Challenge" and "New Horizons."

Record keeping can take a variety of different forms via observations, written records, photographs or marking.

Impact

Assessment

Wherever possible assessment will be planned and used both formatively and diagnostically, helping teachers to meet the developmental needs of each pupil.

Pupils will be assessed via observations, summative and formative assessment to inform future planning.

Progress assessed using the key objectives from the National curriculum, Q Scales and Evidence for Learning as appropriate.

Positive and supportive peer assessment may be used for self-evaluation and feedback. Achievement and information will be shared with stakeholders through display, celebration events, newsletters, school websites and reports.

Monitoring & Review:

- Lesson observations
- Work reviews
- Learning walks
- Moderation of work

Curriculum Management

All stakeholders will work together to ensure the implementation of the history policy. The history coordinator will lead teachers of the subject to facilitate the distribution of resources and timetabling where appropriate in the following ways:

- By updating the policy.
- Identifying the need to update resources.
- By promoting the appropriate training.
- To keep staff abreast of new developments.
- By providing support to enable staff to develop their pupils capability.

Cross curricular opportunities.

Teachers will seek to take advantage of cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through history lessons to other areas of the curriculum and vice versa. Opportunities to use ICT to support teaching and learning will be planned for and used as appropriate.

Inclusion

All pupils, regardless of race, gender, culture or disability shall have the opportunities to develop their knowledge and understanding of geography. The school will promote equal opportunities for all pupils and will ensure equal distribution of resources.

All pupils regardless of learning difficulties will have the opportunity and support for specific learning needs. Dyslexia friendly strategies will be employed throughout the school.

All pupils will have access to relevant and appropriately challenging learning opportunities that build on prior knowledge and understanding to support achievement and progress.