



English Martyrs'

CATHOLIC VOLUNTARY ACADEMY

English Martyrs' Catholic Voluntary Academy Geography Subject Policy



“At English Martyrs’ Catholic Voluntary Academy, we offer a broad-based curriculum which promotes the spiritual, moral, cultural and physical development of our pupils and prepares them for the opportunities, responsibilities and experiences of adult life.”

Our statement of Intent for Geography:

English Martyrs’ aims for every child to experience an individual learning journey in Geography in order that they make excellent progress from whatever their starting point may be. Geography is one of our three ‘Driver Subjects’ at English Martyrs’ - meaning that it is integral to driving the learning within our termly topics throughout the school. These topics are guided by the National Curriculum and shaped to explore the children’s interests.

Our local geography in Long Eaton, Nottinghamshire and Derbyshire, is celebrated regularly within our topics: from geographical surveys of Derby Road and Long Eaton’s specific and unique geography; celebrations of the canals and railways which have supported flourishing industries; our school links to Bunkpurugu in Ghana; and a wealth of environmental geography work which has resulted in numerous Green School Award national and regional championships. Through all this, our children form an inspiring and stimulating connection between their locality and the wider world which brings geography to life.

In line with the National Curriculum (2014), English Martyrs’ ensures that a high-quality geography education inspires in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching equips pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills



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provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Geography in the EYFS

Geography is taught through the 'Understanding of the World' area of learning in the EYFS curriculum. Using the indoor and outdoor environments children are encouraged to play, observe, explore and investigate. Learning about the recent past and the world around us makes a significant contribution to developing a child's knowledge and understanding of the world and prepares them for learning Geography in KS1.

Our Implementation: Teaching and Learning in Geography

The teaching and learning of Geography is integrated into our learning challenge curriculum with Geography often being the "driver" for the overall question. However, the geography curriculum is delivered explicitly so that children know exactly which subject they are learning within each topic. In order to ensure an individual learning journey, pre-learns are used to ascertain every child's prior knowledge and skills before each topic. Teachers then adapt plans accordingly to support every child being challenged at the 'leading edge' of their learning. 'Skills sheets' and 'Knowledge Mats' are then produced and given to the children so that they can understand the aims of the topic. Varying teaching methods are adopted to suit a range of learning styles and resources are provided in order that all children are able to access the learning

Long-term and Medium-term plans show the curriculum coverage of Geography. Progression in the objectives and skills can be seen across the year groups. The Subject leader has a thorough knowledge of the skills which are linked across the year groups and are therefore non-negotiable in order for children to make connections and build on prior knowledge. The subject leader has also identified new knowledge or "sticky knowledge" which must be purposefully taught and learnt. Short Term plans are produced by class teachers on a fortnightly basis for the teaching of Geography.

Our Impact in Geography

We have self-evaluated our outcomes as Outstanding in geography for the following reasons: The vast majority of pupils are working at ARE or GDS, with all year groups making progress throughout the academic year. Pupils can articulate their knowledge and understanding of Geography in a clear and consistent manner, appropriate for their age. This is evident consistently in their work produced.

Termly book scrutiny by the subject leader ensures that teachers have correctly identified vulnerable groups or focus children in each year group to allow for interventions to take place in order for these pupils to make rapid progress. Interventions for vulnerable groups such as SEN, EAL and Pupil Premium are a strength of the school.

Assessment

Geography is assessed using teacher judgements through observation of children's involvement and their produced outcome in lessons. Teachers make an assessment of the children's progression in alignment with the outcomes of the National Curriculum for their specific Key Stage and Year Group/s and highlight the child's skills sheet accordingly. This skills sheet then becomes a working record of the child's achievements and progress to date.

Monitoring and Review

Under the SLT, the Subject Leader will regularly monitor children's work and of the quality of teaching and learning in Geography. The role of the subject leader involves supporting colleagues, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. Monitoring will be carried out through:

- Learning walks
- Book scrutinies
- Environment checks (displays, skills boards etc)



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- Pupil voice meetings
- Staff interviews/questionnaires

Policy written by: Jo Pettifer - September 2019

Reviewed by:



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