Geography

Policy

Document

Key Stage 3

Foxfield School

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**FOXFIELD SCHOOL-GEOGRAPHY AT KEYSTAGE 3**

1. **INTRODUCTION**

Foxfield School is situated in a residential area of Moreton, Wirral. There are 120+ pupils aged 11-19 years currently on role. The school caters for pupils with CLD (Complex learning Difficulties) which includes the range of pupils with SLD (Severe Learning Difficulties, PMLD (Profound and Multiple Learning Difficulties), pupils on the Autistic spectrum and those with associated needs such as Sensory and Physical impairment as well as pupils with ADHD and challenging behaviors..

As a school we recognize that the diversity of the pupils and their learning styles require teaching approaches which reflect their needs through specialized, modified and structured teaching methods.

The Geography Curriculum at Foxfield follows the guidelines as directed by the National Curriculum. It forms part of a five-subject cross curriculum which includes History, Art, Design Technology and Modern Foreign Language. Adaptations are made where necessary and the Curriculum is differentiated in order that all pupils in the department are able to access the subject in accordance with their levels of attainment and individual needs.

**2. AIMS OF TEACHING GEOGRAPHY AT FOXFIELD SCHOOL**

The aim of teaching Geography at Foxfield School is to help pupils to make sense of the beautiful, complex and dynamically changing world. We aim to stimulate an interest in and a sense of wonder about places. We build on pupils own experiences to investigate at all scales from the personal to the global.

The aims of Geography in our school are:

* To encourage questioning, investigation and critical thinking about issues affecting the world and people’s lives, for the present and future.
* To think spatially using maps, visual images and new technologies including geographical information systems, to obtain, present and analyse information.
* To give opportunities for pupils to think about their own place in the world, their values and responsibilities to other people, to the environment and to the sustainability of the planet.

**3. TEACHING AND LEARNING STYLES**

A variety of teaching styles are adopted to meet the diversity of pupil needs at Foxfield. Pupils learning styles include visual, visual/verbal, auditory and kinesthetic. A range of teaching styles are often used to deliver the curriculum in general but specific pupils may be identified as requiring more emphasis on a specific style due to their individual needs.

The geography curriculum will be differentiated throughout the department and within individual classes. For PMLD pupils differentiated outcomes and experiences will be provided for in medium- term planning.

**4. OPPORTUNITIES IN GEOGRAPHY AT KS3**

**All** pupils with learning difficulties (including those with the most profound disabilities) will explore and investigate, at a local scale,

a wide range of people, places and environments in different parts

of the world and experience contrasting environments. They will participate in geographical enquiry inside and outside the classroom and access some geographical sources.

**Most** pupils with learning difficulty (including those with severe

learning difficulties) will develop further skills, knowledge and understanding in most aspects of the subject. They will recognize

some patterns and processes of physical/natural and human/made features. They will use a range of geographical vocabulary, skills

and resources to explain the geography, such as maps, atlases and

ICT to support and develop their learning. They will identify

similarities and differences between contrasting places.

**A few** pupils with learning difficulties will develop further aspects of knowledge, skills and understanding in the subject. They will study at a range of scales (regional, national or global). They will be aware of some geographical issues that affect them and others. They will identify geographical questions, collect, analyse and present evidence to help them draw conclusions and develop their own opinions.

**5. CURRICULUM PLANNING AND DELIVERY**

The QCA guidelines and National Curriculum Programme of Study are used as the basis for our curriculum planning in Geography at Foxfield School. The co-coordinators of humanities, Art and Design Technology have developed a 3 year rolling programme of study at Key Stage 3 and the learning objectives are clearly identified. This has been reviewed in line with the National Curriculum for implementation in September 2014.

The long term plan has been based around the aims of the National Curriculum at key stage 3, however due to the needs of the pupils who attend Foxfield there are some aims from key stage 1 and key stage 2 to allow a much tailored curriculum.

A new format in Medium-term planning at Foxfield has resulted in a much more streamlined and uniform method of presentation. All plans clearly state details of content and activities to be delivered, the learning outcomes and objectives for each session, differentiation and deployment of staff, key words and resources required.

**6. ASSESSMENT AND RECORDING**

Staff teaching the Cross Curricular will make both observational and formal assessments of pupil performance in all five subject areas. Observational records will be kept by teaching assistants and teachers and noted on the relevant recording sheet to inform future planning. Formal records will be kept using P levels and National Curriculum attainment levels.  Evidence of attained Pivat levels in each of the subject areas will be produced twice yearly and kept in the individual pupils’ Progress Files. Evidence may be written, diagrammatic, photographic or a witness statement. An electronic record for NC attainment levels will be held on the school’s intranet and will be updated biannually (February and July) by all staff who are responsible for the delivery of the Cross Curriculum.

**7. REPORTING**

All pupils at Foxfield have an Annual report which is completed at the end of each summer term. The Cross Curriculum report is divided into the five subject areas. Each subject outlines the themes and content studied during the academic year and an individual statement about the pupils’ attainment in that subject area. A Pivat level is also recorded on the annual report.

**8. RESOURCES**

All resources for Geography are kept in the Humanities stock room. They are stored in large plastic boxes and are clearly labelled. Copies of planning, examples of activities and paper resources are also stored in blue box files which are clearly labelled. Additional resources may be loaned from the schools library service situated in the ‘Wirral Professional Development Centre’ in Acre Lane, Bromborough, Wirral.

**9. LINKS TO OTHER SUBJECTS**

**I.C.T.** is used extensively in the Cross Curriculum and therefore in Geography teaching. The smart board is used in all classes and a resource file for this is kept on the school’s intranet system. Pupils are able to interact at all levels in their Geography learning from simple matching exercises to following interactive plans of the school. More able pupils access a variety of websites including Google Earth, BBC for schools and the National Geographic.

**English**  skills-reading, writing, speaking and listening-are all enhanced through the teaching of geography. Pupils are actively taught new vocabulary to support their learning and are encouraged to use this appropriately. They are asked a variety of question types to suit their learning styles and as a result an assessment of their learning can be made. Open questioning is used during lessons and pupils have opportunities to consolidate their learning through verbal and practical means.

**Mathematics.** Geography contributes to the teaching of mathematics in developing a sense of Place, Space and Scale. Geographical units included in the Cross Curriculum work on space, direction, scale and measurement.

**P.S.H.E.** Geography modules included in the Cross Curriculum cover many aspects of P.S.H.E. education. Social issues such as Global warming, over-population, deforestisation and energy resources give pupils opportunities to respond to important issues which affect their lives. Pupils also begin to realise their role in an ever changing world. Awareness of different cultures and environments help pupils to become more tolerant of these and teach a respect for these differences. They learn to develop an understanding of the similarities and differences between places and people.

**Religious Education:** In themes of work involving Human Geography,

pupils experience aspects of the different cultures around the world and in so doing learn something about the religion of these regions.

**THE ROLE OF THE COORDINATOR:**

**MONITORING AND REVIEW**

The Geography coordinator will take an active role in the formation and continued assessment of the programme of study in the Cross Curriculum at Key Stage 3. They will be responsible for monitoring the planning, assessing and recording of work in Geography. They will provide support and manage and maintain relevant resources when required. However, individual teachers will be responsible for pupil assessment and recording these both in Pupil Progress Files and on the school intranet. The coordinator will be responsible for keeping the curriculum area under review. They will be also be responsible for attending relevant courses and for disseminating information to staff teaching geography within the Cross Curriculum.

The geography coordinator will be responsible for ensuring that relevant teachers, head teacher, deputy head teacher/curriculum coordinator and governors are kept up to date with copies of current documentation as required by QCA.