



Geography Policy

Policy Created	2015
Committee	KUW
Last review	June 2025
Frequency	3 years
Date to be reviewed	June 2028

General Policy Statement

At Castle Hill School we intend to provide a safe, secure, caring environment where everyone is valued and respected equally. We aim to provide an inclusive education where children develop independent learning skills and are taught according to need whatever their age, gender, background, beliefs or abilities.

National legislation, the [Equality Act 2010](#) and the [Special Educational Needs and Disability Regulations 2014](#) re disabilities, race relations and special education needs underpin this policy, which has also taken into consideration national, local and school policies on Special Educational Needs, Equal Opportunities and Health and Safety.

General Curriculum Statement

The fundamental principle behind Geography at Castle Hill School is personalisation. The learning needs of each pupil are rigorously assessed on entry to the school and on a regular basis through their school career. This work has included a full audit of learning needs (initially carried out in the spring and summer terms of 2014, but ongoing as required). In this, every aspect of each pupil's learning needs is reviewed, bringing in the experience and expertise of a wide range of staff, professionals and parents/carers to identify priority areas for the pupil's personalised curriculum. Each pupil's curriculum is therefore bespoke.

For more information please refer to the Curriculum Statement (a separate policy).

Castle Hill Geography Policy

Philosophy

At Castle Hill School, the Geography Curriculum is adapted for our students and they are immersed in learning aspects of Geography throughout the school day.

Geography for our students is diverse and includes a wide range of activities and experiences to cater for our students' differing abilities. We recognise that learners are entitled to learn through a high-quality Geography Curriculum which inspires students to develop curiosity and fascination about the world and its people that will remain with them beyond school. Teaching equips all of our students with knowledge about familiar, immediate and relevant environments and also equips some of our students with knowledge about diverse places, people and resources.

Students will explore and experiment with earth's natural and human processes such as washing sand away, pulling grass from soil, adding water to soil, sand, plants and grass.

All students will develop an understanding of their familiar immediate and relevant environments. Students will experience environments around school and become familiar with appropriate local environments and communities. Some students with Visual Impairment will map their school environment using Touch Cues to support this.

In particular, Geography offers our students opportunities to:

- ◆ Develop understanding of their immediate environment
- ◆ Develop an understanding of the world around them
- ◆ Develop their understanding of cultural differences
- ◆ Develop awareness of other countries and customs
- ◆ Develop ability to connect ideas
- ◆ Develop reasoning and analytical skills
- ◆ Develop independence
- ◆ Develop capacity for solving problems

Practice

All pupils at Castle Hill School will access the Geography curriculum at a level appropriate to their cognitive ability. Where appropriate this will include:

- Providing opportunities to become aware of, and understand, their personal position in space
- Stimulating pupils/students to explore ideas using their senses or available sensory channels

- Providing access to and exploration of the immediate environment: the classroom, school and the grounds
- Providing access to and exploration of the local community
- Providing access to and exploration of contrasting environments both within school and outside the school context
- Drawing upon the experiences of our pupils/students who visit other countries
- Drawing upon the experiences of those pupils/students/families who have a different religious/cultural background
- Developing skill areas: orienteering, directions, map competency (including use of symbols), mapping using touch cues.
- Experiencing and identifying seasonal weather and dressing appropriately.

A range of teaching styles will be used to accommodate the different learning abilities of individual students. Teaching will be undertaken on an individual basis, in small groups or whole class groups. (across classes and phases?)

Geography is delivered through cross-curricular teaching. A whole school topic is identified each term and the curriculum team draws up a Geography Scheme (Curriculum Guide) relevant to the topic. Assessment is built into the teaching and learning process for all pupils. It is a valuable tool in informing staff of the next steps in learning.

Early Years

Children in the Early Years follow the Foundation Stage curriculum. Geography is taught through the Understanding the World area of learning.

Key Stage 1-4

Pupils in Key stage 1-4 will cover Geography through the school's Understanding the World Curriculum Guides, with links to a variety of schemes of work including the Equals, Moving On, QUEST, the QCA schemes of work, and the National Curriculum.

Post 16

Post 16 pupils primarily follow the ASDAN Personal Progress and ASDAN Personal and Social Development accreditation will also follow the school's Understanding the World Curriculum Guides and aspects of the Moving On Curriculum.

UNICEF and the Rights of the Child

There is a strong link between (should this be Geography?) and the UN Convention on the Rights of the Child (CRC), recognising that all of our pupils have all of the rights set out in the Articles, included but not limited to the following areas:

- Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law. (Article 13 – Freedom of expression)
- Children have the right to an identity including nationality (Article 9 – Preservation of Identity)
- Every child has the right to express their views, feelings and wishes and to have these views considered. (Article 12 – Respect for the views of the child)
- Every child should develop personal autonomy by increasing children's capacity to make their own choices (Article 5 – Parental guidance and a child's evolving capacity)
- Realise that they can make a difference by their individual or collective actions (Article 15 – Freedom of association)
- Education must develop every child's personality, talents and abilities. (Article 29 – Goals of education)
- Children have the right to learn about and practice their own culture, language and religion (Article 30 - Children of minorities/indigenous groups)
- Every child has the right to relax, play and take part in cultural and artistic activities (Article 31 - leisure, play and culture)

Performance

Assessment at Castle Hill is ongoing. However, formal assessment takes place twice each year during the Autumn and Summer terms when data is collected and progress and/or experiences measured in the MAPP process or using the Achievement Continuum in the Sixth Form. Some pupils may complete AQA, ASDAN and Moving On units which are accredited

Recording and Evaluation

The progress and achievement of all students can be recognised through:

- Teacher assessment through lesson evaluations
- Ongoing monitoring of pupils' work
- Photographic and video evidence
- Annual reports

- MAPP
- PIP
- Learning Journals
- EHCP review process
- Evidence of learning files
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Recognising Progress

For most pupils with learning difficulties, achievements can be predicted and planned for and progress can be demonstrated in terms of increased knowledge, skills and understanding. Not all pupils will follow the same developmental pattern at the same age or rate. Progress may not be made in all areas of the curriculum. For some pupils, progress may be difficult to predict or distinctive and may only be demonstrated in a certain environment with a familiar person.

In response to these opportunities, pupils can make progress in Geography by:

- ◆ Understanding their place in their immediate community and surrounding world
Increasing the range of skills they acquire and develop
- ◆ Connecting ideas
- ◆ Increasing the exposure to cultural diversity, other countries and their traditions
- ◆ Exploring and understanding Earth's physical and human processes
- ◆ Drawing upon pupils' own personal and family experiences

Planning for progression

Careful sequencing of curriculum content and experiences build on previous learning and achievements to promote future learning. Long and medium term curriculum plans should therefore show progression from age group to age group and within each key stage. This progression can be shown through the application of skills and experiences.

Planning for progression for individuals or groups might focus on:

- Skill development
- Breadth of curriculum content
- A range of contexts for learning
- A variety of support equipment
- A range of teaching methods
- Application of skills, knowledge and understanding in new settings
- Strategies to promote independence

For our pupils, progression is not necessarily only movement up a hierarchical ladder of skills and knowledge. Horizontal progression and maintenance of skills is also important.

The Role of the Understanding the World Curriculum Team

Geography forms part of the curriculum team for Understanding the World. As a result the Understanding of the World Curriculum Team are responsible for the completion of the following tasks:

- Subject development.
- Learning audit
- Data analysis
- Collation of photographic evidence of learning and planning evidence
- Learning Walks (These replace P level data analysis for those subject areas that no longer use P-levels*. The learning walk should be carried out with as many members of the Curriculum team as possible - it might be beneficial to invite those members of support staff who don't attend teachers' meetings. Follow-up interviews should take place if possible to discuss findings from the learning walk and possible strategies that may be needed. If possible, interviews to be carried out with one teacher per phase)
- Formulation of Curriculum Guides, to be completed for each coming term.
- Displays
- Resource purchase/availability, resource audits and resource accessibility
- Policy updates
- Support of Continued Professional Development.

The over-riding task must be to provide support for all who participate in Geography and so improve the quality and continuity of Geography teaching and learning throughout the school.

Updated March 2019