

Safeguarding

Goldington Green Academy recognises it has a statutory duty under Section 175 of the Education Act 2002 to ensure arrangements are in place for safeguarding and promoting the welfare of children.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth and that school may be the only stable, secure and predictable element in the lives of children at risk. Our school will endeavour to support these pupils by providing an ethos which promotes a positive, supportive and secure environment, providing a sense of being valued.

All staff, governors and volunteers must be made aware of, and adhere to the safeguarding policy and procedures within the school.

At Goldington Green we recognise our legal and ethical duty to keep pupils safe from radicalisation and extremism. As such we incorporate the principles of the PREVENT agenda into all practice including the curriculum. Additionally, we ensure that all speakers are carefully vetted by senior staff and that all material available in school, both electronic and otherwise, is suitable. We also ensure that sufficient training is in place so that all staff understand what radicalisation means and why people may be vulnerable to being drawn into terrorism as a consequence of it. Staff know what measures are available to prevent people from becoming drawn into terrorism and how to challenge the extremist ideology that can be associated with it. Any concerns are dealt with in line with our safeguarding policy working in conjunction with Bedfordshire Police and other agencies as appropriate.

Equal Opportunities

The Equality Act 2010 makes it unlawful for staff to discriminate directly or indirectly, or to harass staff or pupils due to any of the nine protected characteristics.

Goldington Green Academy aims to create a culture that respects and values each other's differences, that promotes dignity, equality and diversity, and that encourages individuals to develop and maximise their true potential.

Everyone within the school community has a responsibility to ensure that this statement is adhered to.

Senior Leaders in particular, should lead by example, identify any inappropriate behaviour when it happens and take prompt action to deal with inappropriate behaviour.

We aim to remove any barriers, bias or discrimination that prevents individuals or groups from realising their potential and contributing fully to our school's performance. In removing these barriers, we aim to develop a school culture that positively values diversity.

We are committed wherever practicable, to achieving and maintaining a workforce that broadly reflects the local community in which we operate.

Every possible step will be taken to ensure that individuals are treated fairly in all aspects of their employment, engagement or whilst volunteering at our school.

Intent

Our Vision for Geography prepares all children with the knowledge, skills and understanding to make sense of their world and to face the challenges that will shape our societies and environments at the local, national and global scales.

Geography:

- *deepens understanding,*
- *nurtures thinking and decision-making to live our lives as knowledgeable citizens, aware of our own local communities and in a global setting*
- *develops locational knowledge, map and data skills*
- *fascinates and inspires*
- *fieldwork nourishes curiosity and encompasses the range of geographical skills and outdoor learning' (GA 2019)*

For every child to be able to use skills as appropriate to locate, identify countries and places. For all children to become confident speakers of a place; to be able to describe what it is like, what happens there and how and why it is changing.

In our teaching of Geography, we aim to give pupils:

- An interest in, and a curiosity about, people and places, that fascinates and inspires.
- An understanding of contrasting localities in Britain, Europe and the World.
- An understanding of the *Physical and Human* geographical world around them and how it functions.
- Making greater sense of the world by organising and connecting information and ideas about people, places, processes and environments.
- A respect for those around them by nurturing thinking and decision-making to live our lives as knowledgeable citizens, aware of our own local communities and in a global setting.
- The opportunity to develop the geographical skills and vocabulary necessary to carry out effective geographical enquiry.
- An understanding of issues concerning the environment and sustainable development.
- The development of locational knowledge, map and data skills.
- Increasing the range and accuracy of investigative skills, and advancing their ability to select and apply these with increasing independence to geographical enquiry.
- The opportunities to carry out fieldwork and outdoor learning to nourish curiosity and develop the range of geographical skills and demonstrate their understanding of these outdoor environments.

Goldington Green Academy



Geography Policy

Implementation

We teach Geography through a topic-based approach and through standalone Geography units of work in line with the revised National Curriculum 2017. In our teaching of Geography, we will provide pupils with opportunities to:

- Gain confidence and competence as independent learners.
- Work with globes, atlases, maps, images and photographs.
- Develop spatial awareness for global locations.
- Work with a range of geographical evidence including images and ICT/GIS materials including Digimap.
- Use geographical language: age related; reviewing and building on prior geographical vocabulary.
- Ask and answer geographical questions and make connections to prior knowledge through geographical enquiry.
- Make comparisons across continents and selected countries for place, people, environments and landscapes.
- Gain an understanding of the pace and nature of changes in geographical features.
- Experience fieldwork and outdoor learning in their local area and beyond.
- Conduct practical enquiries to include investigation and problem solving.
- Develop an understanding of environmental and sustainable issues.
- Increase their understanding of the world and different cultures through multi-cultural events.
- Experience cross-curricular links to Geography through Maths, English and PSHE.

Impact

We assess children's attainment in Geography to promote and measure progression and development throughout the school. Assessment of Geography will take the form of noting progress as it takes place in teaching and learning, and termly levels are entered onto SIMS.

The subject leaders will ensure continuity, progression and the consistent implementation of the Geography Policy, by:

- monitoring lessons,
- learning walks,
- pupil conferencing
- and planning scrutinies following the monitoring and evaluating timeline.

They will be responsible for the purchasing of equipment and up-to-date resources and will provide colleagues with support and in-house training.

Each year group has a selection of resources including: interactive teaching programs, books, posters, maps, atlases, globes, Whole-school Digimap and Geographical Association subscription, photographs and artefacts that are kept in an agreed place. Relevant books have been purchased for the school library. Yearly CPD sessions are attended by the geography leaders and are also delivered to the school staff to keep them abreast of changes and good practice. The school is firmly committed to experiences that support the Geography curriculum.

Reviewed date:

November 2022

Next review date:

July 2024

Date:

November 2022

Staff responsible:

Mrs Spina and Mrs S Turner
Geography Leaders

Goldington Green Academy



Geography Policy