



# St Francis Church of England Primary School



**Our Vision**  
Our aim at St. Francis Church of England Primary School is to guide our children to live fulfilling lives, rooted in the values taught by Jesus, based on the Gospel value of love for one another.

**Our Mission Statement**  
Love Faith.  
*"Let your light shine before people, so that they will see the good things you do and praise your Father in heaven."  
Matthew 5:16*  
Love People.  
*"In everything, do the good things for other people that you would want them to do for you."  
Matthew 7:12*  
Love Learning.  
*"Wise people are always learning. Wise people always want to listen."  
Proverbs 18:15*

**Our School Rules**  
We listen to each other.  
We follow instructions given by safe adults.  
We treat each other as we want to be treated.  
We know and celebrate that we are all different.

**Our Core Christian Values**  
LOVE JOY PEACE  
PATIENCE KINDNESS  
GOODNESS GENTLENESS  
FAITHFULNESS  
SELF-CONTROL

*"But the Holy Spirit produces this kind of fruit in our lives: love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control."  
Galatians 5: 22-23*

Our vision, mission statement and values are at the core of everything we do. They underpin our teaching and learning, interactions and environment.

## Policy Title:

## Geography Policy

<b>Date of Policy:</b>	Summer 2020	<b>Review Cycle:</b>	Annually
<b>Policy Review Date:</b>	Summer Term 2021	<b>Updates:</b>	Updated role of teachers in line with changes to T+L policy, made link changes to new EYFS documentation, split planning and assessment, included teaching model, made links to T+L policy for planning and assessment, included Mode A:Mode B teaching.
<b>Policy Review Date:</b>	Summer 2022	<b>Updates:</b>	Updated assessment
<b>Policy Review Date:</b>	Summer 2023	<b>Updates:</b>	
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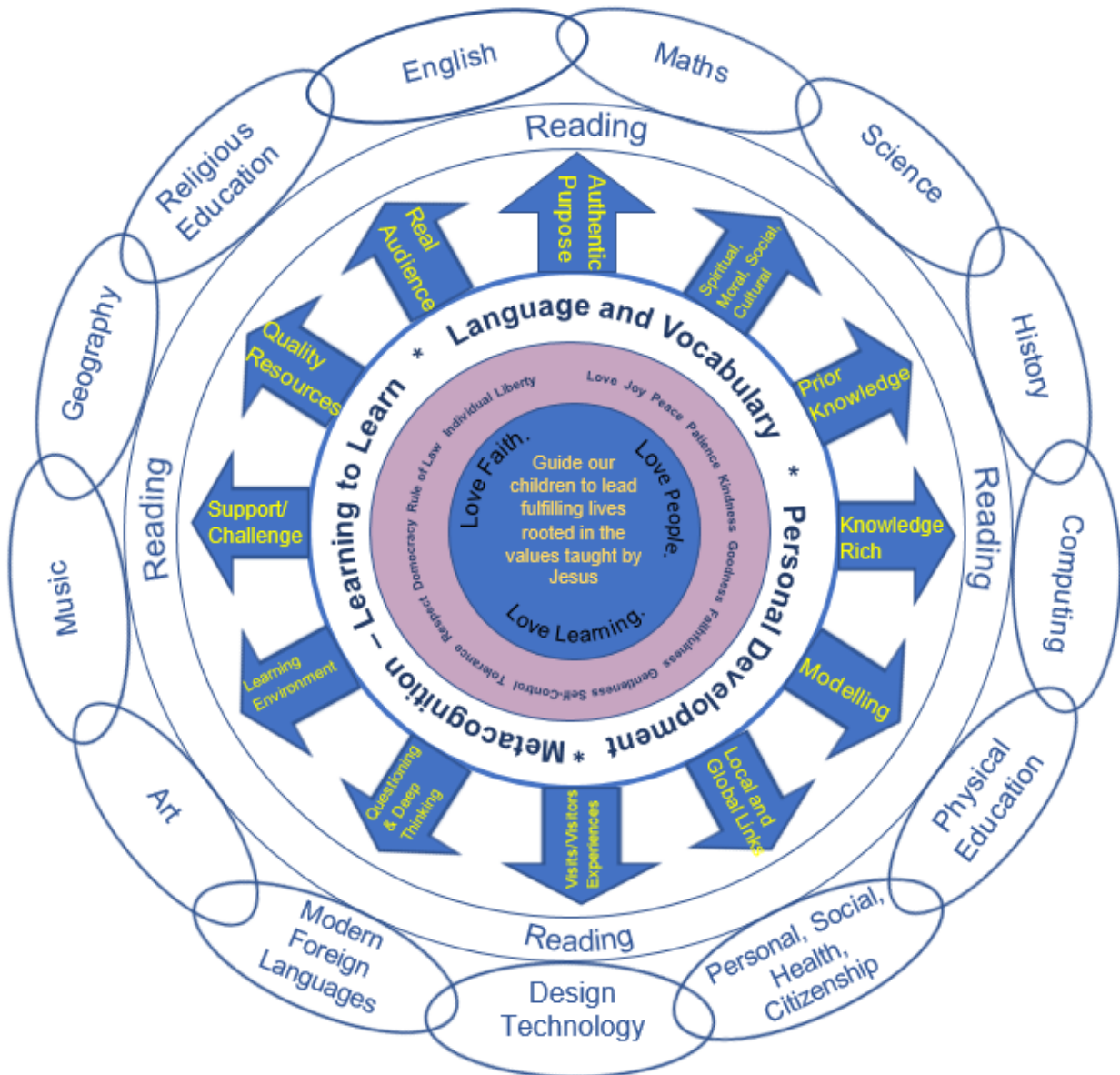
Headteacher: *J. Kewley*

Chair of Governors: *N. Duffy*

Love Faith. Love People. Love Learning.

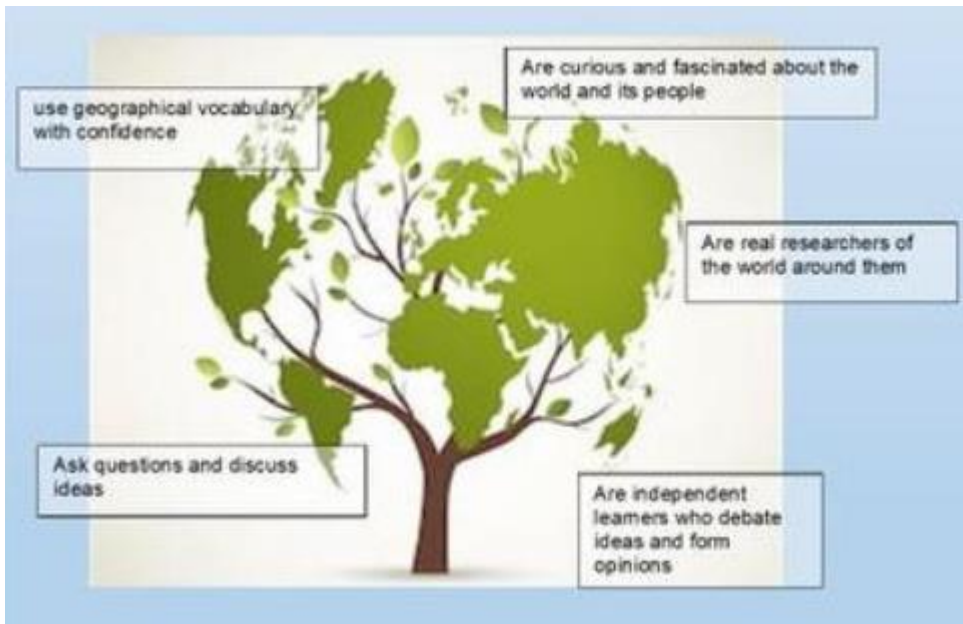


# 1) MODEL OF CURRICULUM





## 2) SUBJECT VISION



## 3) LEGAL FRAMEWORK

This policy will have regard to the following statutory and non-statutory guidance within the primary national curriculum. Available at: [Primary National Curriculum](#)

## 4) ROLES AND RESPONSIBILITIES

### 4.1 Role of Subject Leader

The Teaching and Learning Policy, page 3 – section 1.3 states:

*'Subject Leaders will:*

- *Develop and review curriculum policies and schemes of work in collaboration with colleagues.*
- *Ensure that all relevant required subject leadership paperwork is carried out, for example, subject action plan and leader reports.*
- *Take accountability for the progress of children in their given subject.*
- *Report on the effectiveness of the curriculum to the senior leadership team and the governing body.*
- *Provide professional advice to the governors' curriculum sub-committee.*
- *Ensure their Scheme of Work details the following: National Curriculum coverage, Objectives, Precise Knowledge, Vocabulary, Links to visits/visitors/experience, Map of prior learning, Links to SMSC, Christian values and mission statement.*
- *Keep up-to-date through reading and attending relevant courses*
- *Sharing subject knowledge and pedagogy amongst colleagues to distribute best practice across the school'*

### 4.2 Role of Class Teacher

The Teaching and Learning Policy, page 3-4 – section 1.4 states:

*'Teachers will:*

- *Teach using the instructional and pupil culture routine to echo the learning science the teaching and learning is based upon.*



- *Have strong formative assessment within lessons that drives their instruction to ensure children's learning needs are met.*
- *Hold the mindset of 'No-opt Out'; ensure 100% compliance and utilise routines to ensure high engagement in learning from all children, irrespective of ability*
- *Utilise mixed ability or flexible groups to meet need.*
- *Be reflective practitioners.*
- *Take on board all training opportunities provided by changing and adapting teaching pedagogy.*
- *Accurately monitor and evaluate their teaching against the national teaching standards and their appraisal targets.*
- *Seek professional dialogue and constructive criticism from senior leaders, teaching colleagues or subject leaders.*
- *Review and evaluate their planning regularly to ensure it meets with subject consistencies laid out in subject policy and the staff handbook.*
- *Set appropriate and challenging targets for pupils based on ability.*
- *Collaborate with colleagues to moderate pupil achievement.*
- *Involve parents and other professionals in the learning process.*
- *Complete all relevant assessment data required through the assessment cycle.*
- *Promote a growth mindset for the children, utilising metacognitive research.*
- *Consider the welfare and safety of children and act within the safeguarding policy as we believe effective learners have to be safe learners.*
- *Provide a challenging and stimulating curriculum, designed to encourage all children to reach the highest standards of achievement*
- *Ensure that their lessons develop children's deeper thinking and use strategies to support the transference of knowledge to the long-term memory*
- *Be excellent role models, punctual, well prepared and organised.*
- *Have a positive attitude to change and the development of their own expertise.*
- *Ensure that their teaching promotes the love of learning through the use of a range of strategies, including visits, visitors and experiences.*
- *Manage behaviour consistently through the school's behaviour policy*

## **5) EYFS PROVISION**

The teaching of this subject relates to the following areas of the EYFS framework:

ELG 14. People Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

ELG 15. The Natural World: Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

The EYFS statutory framework can be found at: [EYFS Statutory Framework](#)

The EYFS non-statutory Development Matters guidance can be found at: [Development Matters](#)



## 6) THE NATIONAL CURRICULUM

The teaching of the curriculum for the named subject links directly and ensures appropriate coverage of the Primary National Curriculum.

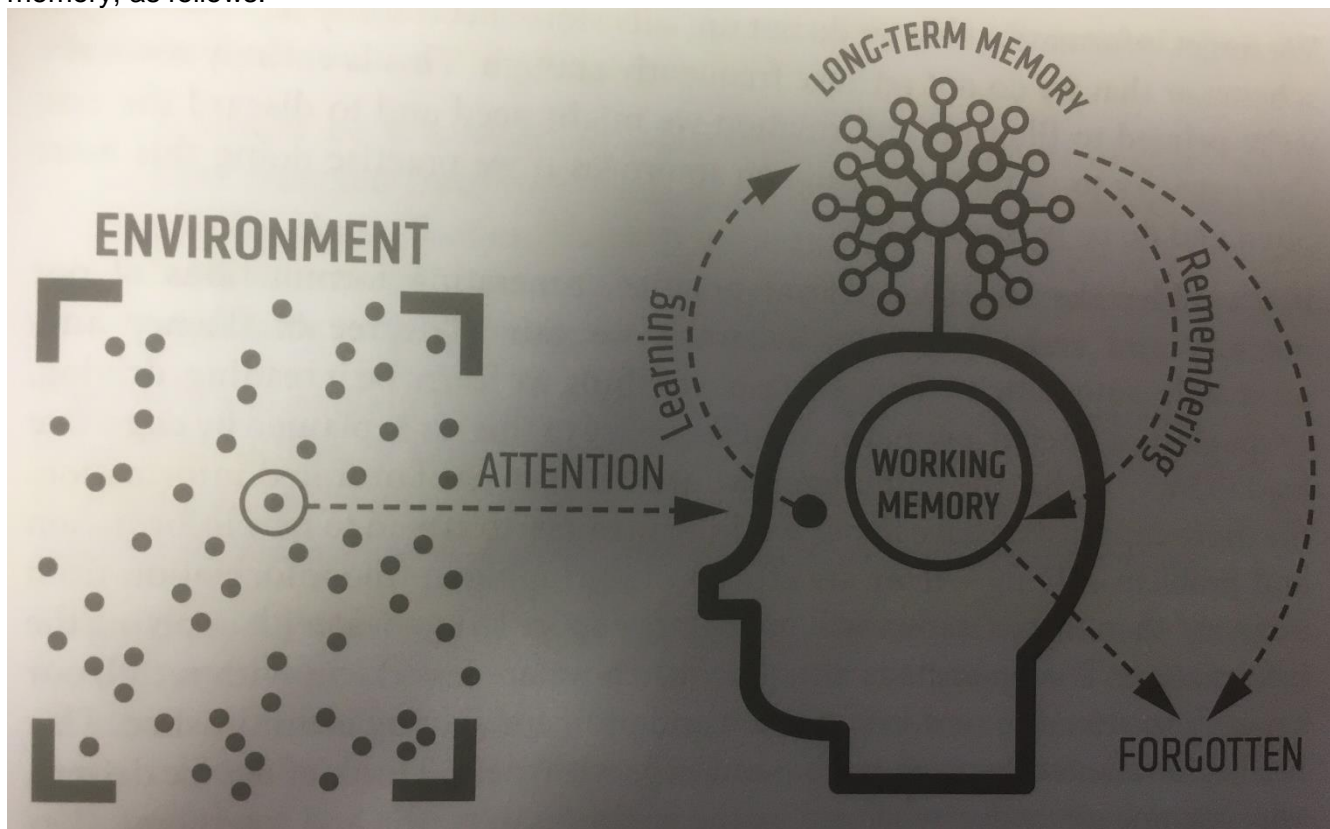
The Primary National Curriculum can be found at: [Primary National Curriculum](#)

## 7) OUR TEACHING MODEL

Our teaching and learning is based upon research around how learning works. This is the foundation as to how we teach at St. Francis CEP School.

*Tom Sherrington – Rosenshine’s Principles in Action*

A simple model for how memory works is based on the concept of building schemata in our long-term memory, as follows:



See section 4 of our Teaching and Learning Policy for more information as to how we teach to support this model. Our Teaching and Learning Policy can be found [here](#).

## 8) PLANNING

Planning of the subject has been completed to ensure progression in knowledge as the children move through the school. The Long-term plan for this subject area can be found on our curriculum section of our website: [Curriculum Section of Website](#)

The detail of content, including precise knowledge has been set for each year group as outlined in the Long-Term Plan. It is the role of the class teacher to place this into short-term planning to cover in their classes.

The teaching and learning policy demands that teachers plan the outlined content taking consideration of the following:

- Cognitive load
- Learning organisation
- Learning progression



- Learning steps
- Sequential – retrieval practice
- Mode A:Mode B Teaching

The Teaching and Learning Policy, section 5.8 (page 11), defines Mode A:Mode B teaching as:

*During the planning process, the teacher will identify which type of teaching is required.*

*Mode A:*

*Every teacher needs to be able to deliver high-quality instructional teaching. This is Mode A. Explaining, Modelling, Questioning, Checking for Understanding, Guiding Practice. This is identifying when content requires explicit instruction.*

*Mode B:*

*Mode B teaching usually involves content that would benefit from a child-led, curious and inquisitive approach, for example, a science experiment. "I have put some resources on your table, explore and come up with some statements and/or questions to share"*

*Teachers will use instructional routines throughout Mode B teaching.*

*Unlike Mode A teaching, which will be a daily default, Mode B elements can be woven into the curriculum at varying frequencies. Some elements might be daily, some weekly or monthly, some might happen once per unit of learning or just once a year. Mode B elements offer a depth and richness that supplements the staple diet of Mode A. There are no hard and fast rules and whole lessons could easily be devoted entirely to one mode or the other.*

Section five of the teaching and learning policy sets out the processes of planning in our school.

Our Teaching and Learning Policy can be found [here](#).

## **9) ASSESSMENT**

In relation to the Teaching and Learning policy, teachers will assess learning in each lesson through a series of recall and retrieval activities. This could be in the form of a mini quiz, a Do Now or an exit ticket. Teachers will also be using Kagan strategies during teaching to assess learning through collaboration and discussion.

Children are assessed on each unit and the type of assessment is specified on each short term plan. This will either be in the form of an essay with questions given on structure strips or a double page spread with examples of expectations.

Children will be assessed as having achieved the expected standard for their year group (EXP), working towards the year group standard (WTS) or working below their year group standard (BLW).

Section six of the teaching and learning policy sets out the processes of assessment in our school.

Our Teaching and Learning Policy can be found [here](#).

## **10) SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) DEVELOPMENT**

Definition of SMSC:

### Spiritual

Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

### Moral

Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.



### Social

Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.

### Cultural

Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

Opportunities for SMSC throughout the curriculum offer is extremely important. Please see curriculum map to view the intentional and purposeful planning of SMSC learning.

## **11) MONITORING**

Monitoring will be undertaken on a half termly basis by the subject lead and could include, book looks, lesson visits, child voice/pupil conferencing and classroom visits to monitor displays. See monitoring schedule.

## **12) SPECIAL EDUCATION NEEDS AND/OR DISABILITY**

See our Special Educational Needs and/or Disability policy [here](#).

## **13) HEALTH AND SAFETY CONSIDERATIONS**

Fieldwork and trips and visits are an important part of Geographical work and school health and safety guidelines will be adhered to at all times. It is important that staff identify any hazards and assess the risks in the learning environment, whether in school, in the local environment whilst doing fieldwork or whilst on a trip or visit. Risk assessments will be carried out before any trips, visits or fieldwork takes place. Staff members should ensure that children are taught to handle any equipment, tools, resources, and artefacts in the appropriate and safe manner.

See our Health and Safety policy [here](#).

## **14) RESOURCES, INCLUDING SUITABLE TEXTS**

See curriculum map with the above included. ([Curriculum Section of Website](#))

## **15) COMMUNITY LINKS – LOCAL AND GLOBAL**

See curriculum map with the above included. ([Curriculum Section of Website](#))

## **16) VISITS, VISITORS AND EXPERIENCES**

See curriculum map with the above included. ([Curriculum Section of Website](#))