

Bricknell Primary School



Geography Policy



Geography Policy

Subject Co-ordinator: Jenny Clegg



Geography

Geography is a vital and rich contribution to a balanced and broad curriculum which enables develop a thirst for knowledge about the world around them. Through Geography, we trigger investigative thinking and allow children’s minds to reach beyond their classroom. By teaching Geography, we intend to impart pupils with the knowledge, understanding, confidence, attitudes, values and skills they need in order to reach their potential as individuals in Geography, their local community and the wider world.

At Bricknell Primary School, the teaching of the Geography curriculum has been carefully considered to enable our pupils to become inquisitive geographers. Using the national curriculum, our highly skilled subject leader has carefully worked to create a Progressive Skills Document where objectives for each year group are progressively mapped out to ensure our pupils are given the acquired skills and knowledge to further their education journey into KS3 and life beyond the classroom.

Our aim is to provide inclusive and aspirational environments and learning experiences where pupils thrive and build the cultural capital they need to make aspirational choices about their own futures, overcoming any barriers. In order to achieve this, our curriculum is underpinned by the principles highlighted in our Aspiration Curriculum.



Within the Geography Progressive Skills document, our progressive objectives identify what pupils should know by the end of each year group and link to prior learning. These enable teachers to identify and plug gaps in pupils' knowledge and skills. Within geography, pupils will develop a deep understanding of key concepts and second order concepts. These key concepts have been carefully considered and identified as the core knowledge and skills required to successfully achieve in geography. The Key concepts are revisited and developed as the pupils move through the school to ensure the knowledge and skills are firmly embedded within the long-term memory. These key concepts compliment work carried out across the school in line with our Aspiration Curriculum. The expectation is that, by the end of Primary School, children will know and understand these key concepts to continue to build on their geographical knowledge as they enter KS3.

In addition to first order concepts, the subject leader has identified subject specific second order concepts. These can be used across all aspects of a subject to organise the substantive knowledge and skills taught.

Key concepts: A range of these ideas are explored through each Geography unit and provide lenses through which to consider different aspects of this area of the pupils' geographical development.

- **Navigation:** (interpreting a key, conventions of maps, map symbols, atlases, GIS, google maps, scale factor, reading and calculating from a scale, using compass points, the equator, the tropic lines, the poles, borders, countries and continents)
- **Fieldwork:** (Working collaboratively, planning investigations, collecting data, using instruments/specialist equipment, taking precise measurements, making observations, drawing conclusions)
- **Population:** (Dispersal, settlement patterns, infrastructure, migration)
- **Economic activity:** (Trade, land use, farming, wealth, poverty, imports and exports)
- **Tectonic activity:** (Volcanoes, earthquakes, tectonic plates, structure of the earth)
- **Human features:** (Transports, harbour, shops, towns, villages, community, places of worship)
- **Physical features:** (Water cycle, rainfall, mountains, hills, rivers, seas, oceans, tides, islands, tsunami)
- **Natural resources:** (Energy, minerals, food and water distribution)
- **Sustainability:** (Deforestation, climate change, renewable and non-renewable resources, sea level, food miles, industry, materials, globalisation)
- **Climate and landscape:** (Weather, rainfall, seasons, temperature, desert, polar, temperate, Mediterranean, arid, tropical, biomes, vegetation zones, tundra)

Second order concepts: These can be used across all aspects of geography to organize the substantive knowledge taught.

- **Responsibility:** (how humans affect the earth positively and negatively, the use of finite resources, climate change and sustainability)
- **Similarity and difference:** (making comparisons between places, localities, regions etc...)
- **Cause and consequence:** (understanding the effect of humans and nature on landscapes and settlement)
- **Continuity and change:** (how have physical and human features changed over time and why)
- **Significance:** (significant geographical features, places, events)

- **Enquiry:** (observing, collecting and interpreting data, drawing conclusions, explaining and presenting findings)
- **Written and oral expression:** (Using geographical terminology, evaluation, description, recall, objectivity, explaining processes, describing and explaining trends, presenting and interpreting data)

Any child working below their age-related expectation, will receive a tailored curriculum with personalised objectives taken from the Curriculum Assessment Toolkit. This will enable all children to build the skills and knowledge needed to bridge the gap between themselves and their peers enabling them to reach their full potential.

Using the National Curriculum, Geography has been broken down into 4 main strands: **Locational knowledge, place knowledge, human and physical geography, geographical skills and field work.** Furthermore, we have included an additional focus on human's **responsibility** in caring for and developing a sustainable world.

By the end of EYFS children will:

Begin to understand how they are part of their own locality which is part of a bigger world. They will learn about different people and communities and use speaking, listening and understanding to develop and explore these in greater detail linked to broad overarching topics. They will be able to comprehend the features of their immediate environment and how this might vary from others.

By the end of Key Stage 1 children will:

Use and make a range of geographical resources such as photos and maps to locate features in their locality and the world. They will understand the principle of directions and look at land use, climate and physical features of Great Britain and other locations in the world.

By the end of Key Stage 2 children will:

Be able to compare their own locality to different locations around the world. They will conduct simple fieldwork to exemplify common geographical processes and develop an understanding of map work such that these features can be examined and identified in a wider context. Children will gain knowledge of the impact of humans on the landscape and recognize the impact of themselves and that of nature in shaping the world in which they live.

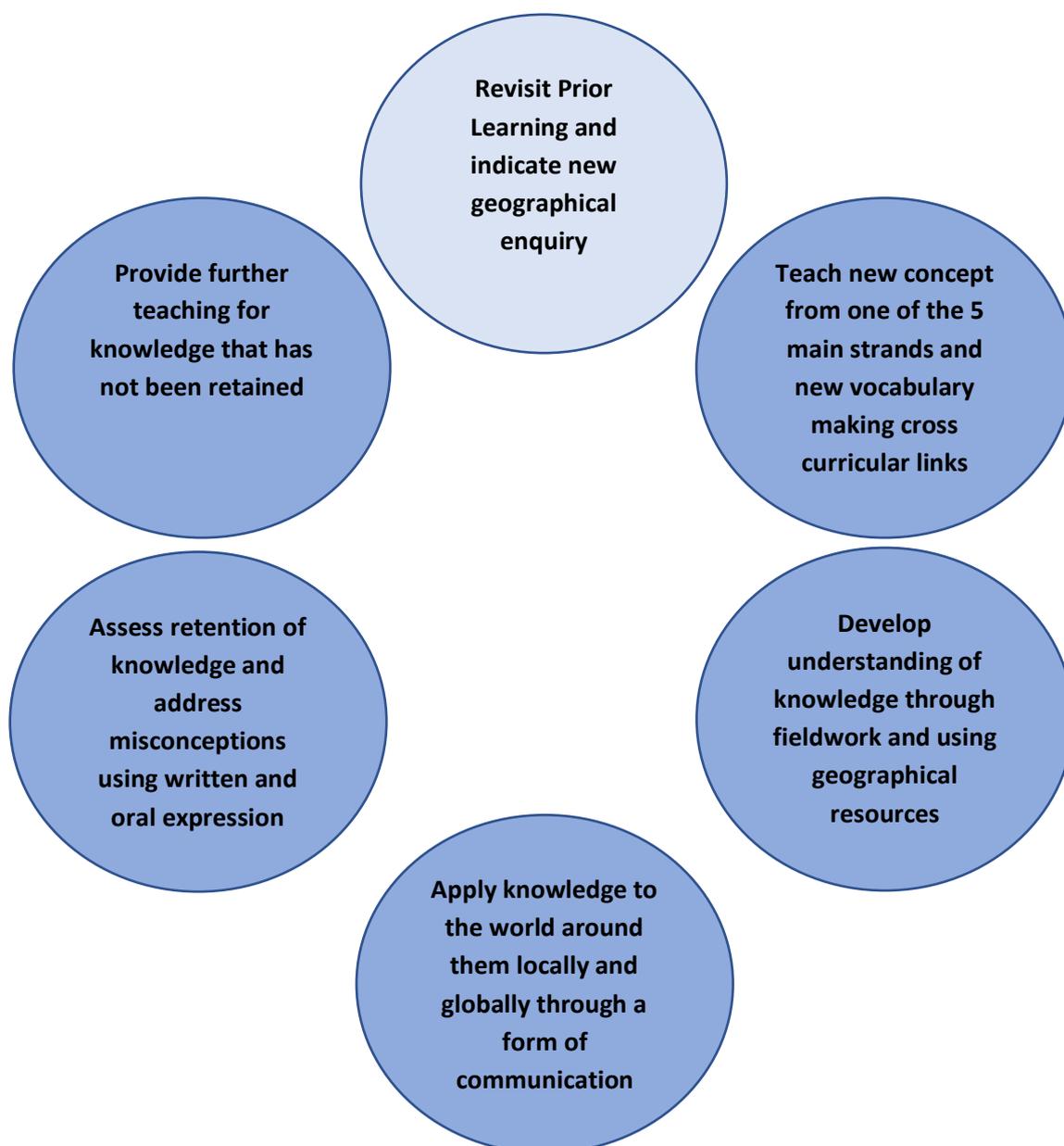
Implementation

At Bricknell Primary School, our curriculum is carefully mapped out into a Long-Term Plan by our highly skilled subject coordinator. This enables links between subjects to be identified and carefully planned for to support pupils' retention of knowledge, skills.

Geography at Bricknell is taught in every year group and is blocked into units where key and second order concepts are explored. Children's work will be recorded either evidenced in the Class Book during practical lessons or in their workbook which progresses with them from Year 1 to Year 6.

In EYFS, staff professional judgements are valued. Assessments are formative so that they quickly make a difference to children's learning. They inform the provision of activities and experiences which develop children's skills and knowledge as well as giving opportunity for further practise. We record WOW moments on Tapestry and build up a detailed picture of each child using a Child on a Page document.

At Bricknell, all Geography lessons will follow the same teaching sequence outlined below.



In light of Covid 19 and Bricknell's Recovery Curriculum, subject leaders have identified key concepts across the curriculum which need to be prioritised in each year group to ensure that pupils have the knowledge required to access their next progressive steps in their education and enable them to access the National Curriculum.

Impact

A wide range of strategies are used to measure the impact of our geography curriculum. Our teaching sequence allows children to respond to 'Big Questions' and to assess how they feel they achieved in each session. Towards the end of a unit of learning, children will engage with a further 'Big Question' to encompass their learning in relation to key and second order concepts and to demonstrate how they have built upon prior learning. These allow teachers to identify the knowledge absorbed into the long-term memory of individual pupils. As a result of this assessment tool, pupils' misconceptions or gaps in subject knowledge are addressed and additional teaching is provided. Standards in geography are monitored through the use of an internal assessment tool.

Our Subject Leader will also monitor the effectiveness of the geography curriculum through carrying out regular subject 360 evaluations. These evaluations are quality assured by the Senior Leadership and Governors.

The effectiveness of geography is also monitored through pupil and parental voice throughout the course of the year.

Extra-curricular

At Bricknell, we offer a wealth of extra-curricular activities and ensure that all pupils are given equal opportunities to access these. There is a diverse offer for our pupils which allows all talents and abilities to be celebrated giving opportunities for children to aspire to be the best they can be.

Geography is enhanced by a range of visitors, school trips and field trips throughout the school year. Geography will include real experiences and learning opportunities through fieldwork using the coverage, content and sequencing of all the different curriculum aspects alongside the implementation of the cultural capital. The Graduate Learner Programme is available for children who wish to take their own learning deeper and further in their own time. Whilst children engage in studies and demonstrate resilience, they have an opportunity to choose Geography as a particular area of study.

As an extra-curricular offer, Bricknell has a group of Eco Champions across the school who implement their understanding of human's responsibility for caring for the planet. They use their time to impact our community and spread their positive messages in order to make a difference.

Cross curricular connections

Geography should also be used across the curriculum as a stimulus for writing, art, drama, ICT and PE or wherever else it is appropriate. There are also links with areas within the Science curriculum and the teachers will facilitate opportunities to apply scientific and geographical skills collaboratively. As the children explore their own role in the world around them as well as compare their location with others, they will be employing their understanding of diversity and empathy, creating links with RE and their PSHE development.

Equality

Children should not be discriminated against in terms of gender, race, religion or disability. All children should have the opportunity to participate fully in classroom and outdoor Geography lessons and activities and reasonable adjustments will be made to ensure this. As part of The National Curriculum, children will study Geography through a variety of places, people and events. A range of activities will be easily accessible for all children to enable all, from the least to most able, to independently develop their curiosity and investigative skills about the world that surrounds them.

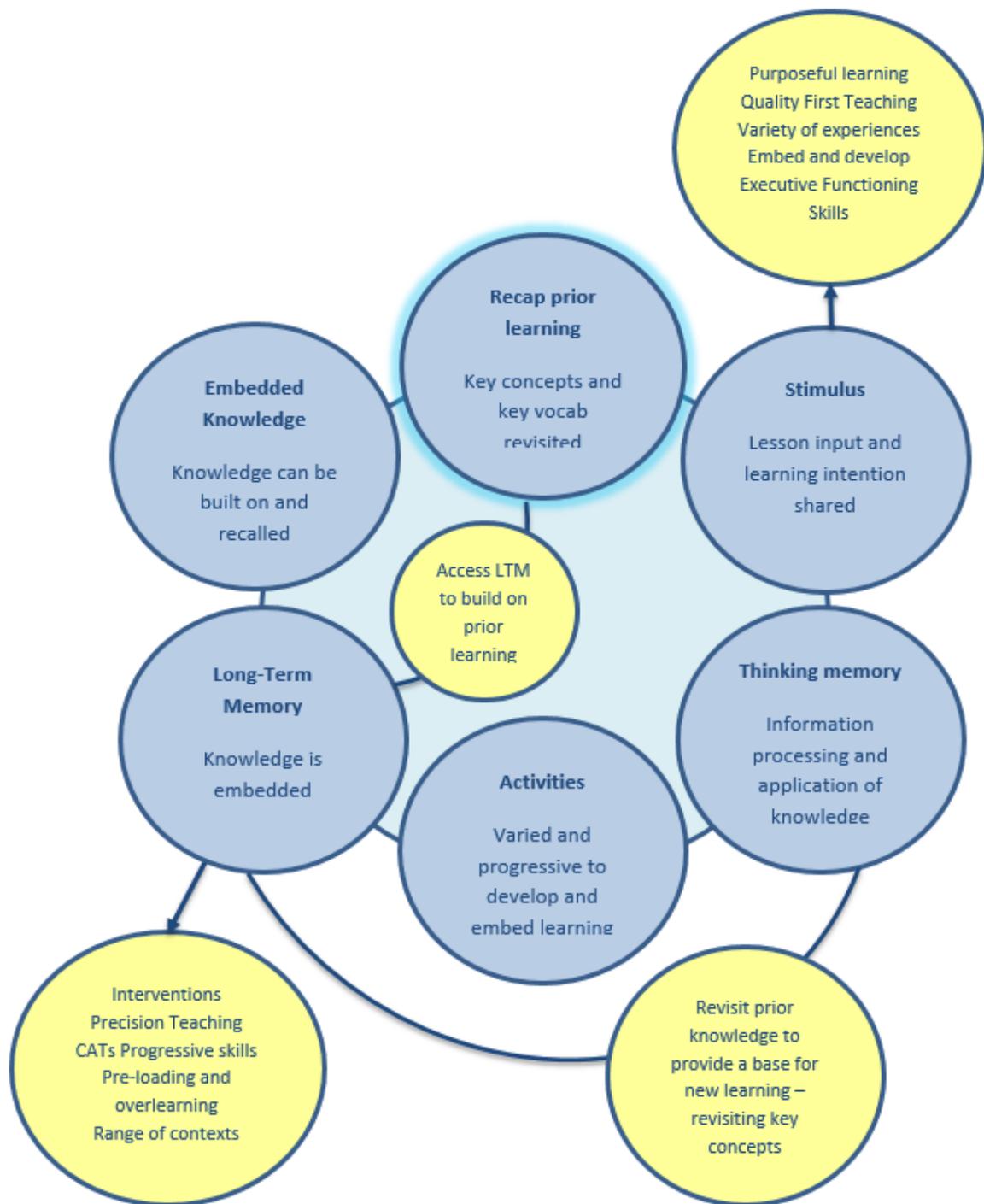
SEND

At Bricknell, we have a high SEND population and our pupils are fully immersed into the broad and balanced curriculum. However, we tailor the curriculum to meet the individual needs of SEND pupils. Where a child's need prevents them from accessing the Age Related Expectations for subjects, planning is tailored to meet the individual needs of all pupils using the CATs document. This document breaks down each objective across the curriculum to enable all pupils to achieve success at an appropriate level for their needs. This ranges from P4 to Year 6 to ensure that there is no ceiling on any child's learning. In addition to this, some pupils are given the opportunity to take part in an AQA life skills programme. This programme consists of a sequence of skills that children work towards and develop their independence. This programme has been developed by the external agency IPASS and is tailored to meet the individual needs of our pupils. Each skill, when mastered, is rewarded with a qualification and certificate. Prior to the children starting this at the age of seven, pupils take part in the CATs PSHE scheme of work which was developed alongside a local special school. This programme aims to plug gaps and remove barriers to learning.

Metacognition

Metacognition relates to thinking about thinking. It is a mechanism to enhance student learning, both for immediate outcomes and for helping students to understand their own learning processes. Metacognitive strategies are embedded into all areas of our curriculum and opportunities are planned to develop these skills over time. These skills include self-questioning, meditation, reflection, developing an awareness of strengths and weaknesses and an awareness of personal learning styles. Developing this metacognitive understanding is a skill for life. When learners "think about their thinking" they are more capable of independent self-improvement. At Bricknell, metacognitive strategies are learned, practiced and made into habits in order to improve learning, self-understanding and thinking skills impacting both the present and future.

Our metacognition and working memory model is shown below:



All staff have had extensive CPD, in collaboration with the Educational Psychologist, to support their understanding of child development and metacognition strategies to enable them to develop the knowledge and skills required to enable children to learn progressively over time.

Evaluation

In evaluating the effectiveness of our Geography teaching, we should be aware of the following:

- Do we ensure the teaching of Geography gives children a sense of time and place, and an understanding the world we live in?
- Do we provide pupils with a growing geographical vocabulary?
- Do we provide opportunities for independent investigation and mapping skills in Geography?
- Do we make use of ICT to develop pupils' research and recording skills?
- Do we create an environment which allows pupils to influence their learning journey?
- Do we ensure that children are able to work collaboratively?
- Do we create opportunities for children to take part in practical mapping skills?

Resources

All year groups have access to maps, atlases, globes, topic books, topic boxes, games and regular ICT access including digital mapping systems and Ordnance Survey maps.

Staff CPD

At Bricknell Primary School, invest heavily in CPD to ensure all staff feel empowered to deliver lessons, across all curriculum subjects, and have the ability to embed and assess the metacognition strengths of all pupils.

Date	Training	Delivered By
Jan 2019	Quality Frist Teaching / SEND strategies	V. Chapman
May 2019	Quality Frist Teaching / SEND strategies	V. Chapman
Oct 2019	Understanding Attachment Theory	Educational Psychologist
Oct 2019	Precision teaching	Educational Psychologist
Feb 2020	Precision teaching follow up	V. Chapman
Sept 2020	Quality Frist Teaching / SEND strategies	V. Chapman
Sept 2020 to Feb 2021	Developing strategies for inclusive SEND strategies within the classroom (KS1)	Educational Psychologist
Apr 2021	Executive functioning	V. Chapman
May 2021	Quality Frist Teaching / SEND strategies	V. Chapman
June 2021	Staff geography CPD	J. Clegg
September 2021	Subject Leadership	H. Stannard