

Bowlee Park Community Primary School

Geography Policy

Our School Motto; Knowledge... your passport to the world!

Bowlee Values - Respect, Kindness, Ambition, Resilience, Cooperation, Responsibility

British Values - Democracy, Rule of Law, Individual Liberty, Tolerance and Respect

Rights Respecting Schools - Article 28: 'Every child has the right to an education'

Bowlee Behaviour Principles – Be Ready, Be Respectful and Be Safe

1. CURRICULUM INTENT

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

National Curriculum, 2014

A Curriculum for Our Pupils

We are a large school in an area of significant deprivation. Many of our pupils come from homes where the challenges of low income and social deprivation have a significant impact on their personal and educational development. This can impact access to cultural capital. Through our geography curriculum, pupils study a range of places – in Britain and in the wider world - to develop their knowledge and understanding of the Earth's physical and human processes. We are committed to providing pupils with opportunities to investigate their local area of Middleton and the wider world to develop and understanding the environments and opportunities beyond the areas familiar to them. Through investigations into areas around the world and locally, pupils develop a real sense of who they are, their heritage and what makes our world a special and unique place. Our geography curriculum develops children's curiosity and a fascination about the world and its people, which will remain with them for the rest of their lives. Now more than ever, it is vital that pupils understand their roles as custodians of the planet and develop an understanding of the impact humans have on the physical geography of their world, in order to create a sustainable future.

A Curriculum of Breadth and Wider Opportunity

Geography equips pupils with a powerful set of tools to understand and change the world and to become well-informed citizens. From EYFS onwards, the geography curriculum enables children to acquire a growing knowledge about the world and develop critical thinking skills so they have the knowledge to create a sustainable future. Our curriculum delivers the statutory National Curriculum and provides children with opportunities to expand their knowledge and experience of geography beyond this through:

- assemblies celebrating environmental and ecological events

- trips out of school to support fieldwork
- school council/eco-council information and activities
- rewards, competitions and cross-curricular links

Progressive, Well-Sequenced Learning That Embeds Knowledge

Our geography curriculum is based on key constructs: knowledge, skills, progression and experience. Knowledge, together with skills and opportunities to apply learning, leads to strong progress.

Our geography curriculum delivers progressive and cumulative knowledge acquisition. Through our spiral curriculum, essential knowledge and skills are revisited with increasing complexity, allowing pupils to revise and build on their previous learning. Lessons are planned so that there is a carefully sequenced journey through the knowledge and concepts being taught. As a result, our curriculum delivers consistent learning for all children. The objective for each lesson and links to prior learning are shared with children at the beginning of lessons to reinforce previous learning and show how it will be built upon in future lessons. Knowledge content is repeated and revisited to ensure pupils know more and remember more.

In Key Stage 1, pupils develop knowledge about the world, the U.K. and their locality. They learn the foundations of subject specific vocabulary relating to human and physical geography, and begin to use geographical skills, including first hand observation, to enhance their locational awareness.

In Key Stage 2, pupils extend their knowledge and understanding beyond the local area to include the United Kingdom and the seven continents. This includes the location and characteristics of a range of the world's most significant human and physical features. They develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Geographical skills and fieldwork are developed throughout the geography curriculum.

A Curriculum Where Reading is a Priority

Reading has a high priority in our school and in our geography curriculum. Our geography curriculum provides children with opportunities to apply reading skills through the wide range of non-fiction texts children are required to access, analyse and interpret.

A Curriculum that Develops Core Values

Our geography curriculum gives pupils a strong sense of pride in, ownership of, and belonging to, both the school and the local community. It ensures that pupils enjoy their learning and develop the necessary skills to become successful life-long learners. It also provides the route by which we can encourage the pupils to question and learn more about their environment and develop a sense of community and responsibility both for the local area and the wider world. Successful learners in the early years develop a sense of self and connectedness. Pupils learn more effectively if they develop emotional well-being, a positive attitude to learning and social competence; our geography programme encourages pupils to engage actively with the local community and the local environment, to learn about and take pride in their local area.

Geography encourages articulation and expression through writing, debating and persuasion. Children can apply and adapt their developing subject understanding and skills to propose ideas and solutions to topics as diverse as conflicting proposals for local improvements, the need to provide additional energy sources nationally, and ways in

which international fair trade may develop communities across the world. Through their geographical studies, children develop autonomy and empowerment, applicable across their lives.

Aims and Objectives in the Teaching of Geography

Our high quality, word-rich and systematic geography curriculum provides:

- an excellent knowledge of where places are and what they are like, both in Britain and the wider world;
- a comprehensive understanding of the ways in which places are interconnected and interdependent;
- an extensive base of geographical knowledge and vocabulary;
- fluency in complex, geographical enquiry and the ability to apply questioning skills as well as effective presentation techniques;
- the ability to reach clear conclusions and explain their findings;
- strong fieldwork skills through pupils' active participation in real life contexts, rather than pupils being passive recipients of knowledge;
- excellent geographical aptitudes and techniques;
- the ability to express well-balanced opinions, rooted in very good knowledge and understanding about current issues in society and the environment;
- a genuine interest in the subject and a real sense of curiosity about the world and the people who live here;
- strong links to reading, writing and communication skills.

Geography Curriculum Planning

The National Curriculum Programme of Study for geography describes in detail what pupils must learn in each year group. Combined with Bowlee Park School's geographical skills progression, this ensures continuity, progression and high expectations for attainment in geography.

At Bowlee Park Primary School, we use the National Curriculum for geography as the basis of our programme supported by 'Kapow' geography scheme, DigiMaps and other resources. We are committed to ensuring that all pupils achieve mastery in the key concepts of geography appropriate for their age group, in order for them to make genuine progress and avoid gaps in their understanding. Essential components of the Bowlee Park Primary School approach to teaching geography are:

- a logically sequenced and carefully planned curriculum so that children make progress (knowing more and remembering more);
- consolidation and repetition of key learning;
- assessment to ensure pupils have acquired understanding of the knowledge and skills required.

The Foundation Stage

Our Foundation Stage geography is part of the EYFS Framework for developing children's understanding of the world. Foundation Stage geography is where our children begin to gain a wider experience of the world around them.

Child learn through first-hand experiences to explore, observe, problem solve, predict, think critically, make decisions and talk about the creatures, people, plants and objects in their natural environments. Children learn about seasons, the weather, features in the local area and the buildings that surround them. They are shown photographs of the local

area and make local field visits to help them identify features, for example a library, railway, church or mosque. They are encouraged to record their findings, perhaps through drawing, writing, and modelling.

Ambition and Access to the Geography Curriculum

At Bowlee Park Primary School all children (including disadvantaged and pupils with SEND) have an entitlement to a broad and balanced curriculum. In geography staff make appropriate curricular provision through adaptive teaching to respond to children's needs by:

- planning for all children's full participation in learning;
- adapting and when needed differentiating teaching and learning to recognise individual needs;
- providing support for children who require it to access the curriculum;
- taking into account the specific needs of pupils with SEND and the targets set for them as identified in their Pupil Profile, Individual Education Plans or Education, Health and Care Plans;
- using resources effectively to support all learners, including those with SEND;
- seeking advice from the subject leader and the SENDCos to meet the needs of all pupils.

Staff at Bowlee Park take into account that pupils have different educational and behavioural needs and aspirations; require different strategies for learning; acquire, assimilate and communicate information at different rates; and need a range of different teaching approaches and experiences. Therefore, when needed the curriculum is differentiated further to enable our children to:

- understand the relevance and purpose of all learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement;
- maximise achievement for all pupils, including pupils with Special Educational Needs and Disabilities (SEND) and children whose first language is not English, by addressing barriers to learning.

Equality for All

At Bowlee Park Primary School we are committed to promoting equality of opportunity, eliminating discrimination and harassment, valuing diversity and promoting positive relationships. We meet the requirements of the Equality Act 2010 and provide an inclusive education to enable all pupils to develop their full potential.

Our school delivers a broad and balanced curriculum for all pupils and we address individual needs irrespective of gender, ability, religion or ethnic origin. The curriculum avoids stereotypes and provides good role models for all pupils. We ensure that the curriculum is not delivered in a discriminatory way.

2. IMPLEMENTATION

Geography Provision/Teaching and Learning

The National curriculum organises the geography attainment targets under four subheadings or strands:

- Locational knowledge

- Place knowledge
- Human and physical geography
- Geographical skills and fieldwork

We have a clear progression of skills and knowledge within these four strands from EYFS to Year 6 and, lessons are carefully sequenced so children develop greater knowledge and a deeper understanding. Through our spiral curriculum, essential knowledge and skills are revisited with increasing complexity, allowing pupils to revise and build on their previous learning.

Each unit of work contains elements of geographical skills and fieldwork to ensure that fieldwork skills are practised as often as possible. We follow an enquiry cycle that maps out the fieldwork process of question, observe, measure, record, and present, to reflect the elements mentioned in the National curriculum. This ensures children will learn how to decide on an area of enquiry, plan to measure data using a range of methods, capture the data and present it to a range of appropriate stakeholders in various formats. Fieldwork includes smaller opportunities on the school grounds to larger-scale visits to investigate physical and human features. Developing fieldwork skills within the school environment and revisiting them in multiple units enables pupils to consolidate their understanding of various methods. It also gives children the confidence to evaluate methodologies without always having to leave the school grounds and do so within the confines of a familiar place. This makes fieldwork regular and accessible while giving children a thorough understanding of their locality, providing a solid foundation when comparing it with other places.

In order to develop deeper conceptual understanding children are challenged to develop their own questions, consider how information is gathered and to consider the accuracy of this information through careful questioning. A range of resources is used to support children's learning.

Teachers use a range of teaching strategies and ensure all children make progress. Typical features include:

- lessons designed to build upon knowledge in small progressive steps, continually referring back to previous geography learning;
- lessons that encourage thinking, use precise geographical language and allow children to deepen their understanding;
- the use of concrete materials and visual structures leading to abstract understanding;
- staff regularly checking understanding to ensure that every child is acquiring age-related learning;
- reviews of learning, spaced practice and retrieval of prior learning;
- differentiation through questioning, support and outcome (the learning demands of the lesson may vary for a small number of children in order to meet their special needs);
- teachers are expected to adhere to the school's marking and feedback policy when assessing work and presentation policy when guiding children as to how to present their work.

Resources

All classrooms in school have a wide range of geography resources. High quality visual information is used to support teacher explanations and modelling. Each class has access to atlases, a globe and a range of non-fiction texts about the geography unit

studied. ICT is used as a secondary resource to aid personal studies with access to the Internet available in all classes through netbooks and I-Pads to access a range of material such as digital maps. Where possible, each classroom should have a geography display relating to current topic or a year group display showing the topic covered.

3. IMPACT

Assessment in Geography

Teachers assess children's work in geography using formative and summative assessment methods. Teachers integrate the use of formative assessment strategies such as effective questioning, clear learning objectives and effective feedback and response in their teaching to enable high achievement for all pupils, including disadvantaged and those with SEND.

Termly summative assessments are conducted by class teachers using skills progression and knowledge based end of unit tests, as well as class contribution and work in books to identify whether children are working below, at or above age-related standards. Parents are informed of their child's progress in the end of year school report.

Leaders check the impact of the curriculum using qualitative and quantitative data.

Monitoring and Review

The quality of teaching and learning in geography is monitored and evaluated by the head teacher, senior leaders and the geography team as part of the school's agreed cycle of lesson observations and pupil progress meetings. This cycle includes:

- planning scrutiny
- work scrutiny
- lesson observations
- interviews with teachers
- discussion with pupils
- assessment data analysis
- action planning to develop geography curriculum development and teaching and learning based on the outcomes of monitoring.

The Role of the Subject Leader

- Ensures teachers understand the requirements of the National Curriculum and teaching and learning is in line with this document.
- Prepares a subject action plan and meets regularly with the designated senior leader and the geography link governor to discuss progress and outcomes.
- Monitors and evaluates geography provision in the school by conducting regular planning scrutiny, work scrutiny, lesson observations, interviews with teachers, discussion with pupils and assessment data analysis.
- Organises and leads CPD and joint professional development.
- Observes colleagues with a view to identifying the support they need.
- Attends appropriate CPD.
- Keeps parents informed about geography in school.
- Raises the profile of geography across the school

This policy will be reviewed at least every two years.
Next review Date: June 2026