

Bridgewater Primary School
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BRIDGEWATER
PRIMARY SCHOOL

Geography Policy

April 2024

Review Date: September 2024

Geography Policy

Aims and Objectives

The national curriculum for geography aims to ensure that all pupils by the end of each key stage, know, can apply and understand the matters, skills and processes specified in the relevant programmes of study. At Bridgewater Primary we aim to give children the opportunities to develop and progress their geographical knowledge and skills with an exciting, thought provoking and purposeful curriculum. We begin by focusing on their surrounding environment and locality during the EYFS Foundation stage and within KS1. Then the children extended their knowledge by focusing on further afield e.g. the United Kingdom and Europe. During KS2, children travel further and develop their knowledge of different countries, continents, and oceans.

Geography teaching focuses on enabling children to think and work like geographers. We place an emphasis on progression of not just fact-based knowledge but skills and application of these skills in real life situations within their local environment. In each key stage we give children the opportunity to work in a geographical way e.g. map work, visiting environments, using physical and digital resources and comparisons of different environments.

Geography curriculum planning

We use the national curriculum and a key skills approach to ensure all key skills are met within each Key Stage. See curriculum policy for more.

Curriculum: intent, implementation and impact

“The curriculum is a framework for setting out the aims of a programme of education, including the knowledge and skills to be gained at each stage (intent); for translating that framework over time into a structure and narrative, within an institutional context (implementation) and for evaluating what knowledge and skills pupils have gained against expectations (impact/achievement).”- OFSTED April 2018

The national curriculum for geography aims to ensure that all pupils:

- gain knowledge and understanding of places in the world
- to increase children’s knowledge of other cultures and, in so doing, teach a respect, tolerance and understanding of what it means to be a positive citizen in a multi-cultural country; embedding fundamental British values
- to allow children to learn graphic skills, including how to use, draw and interpret maps
- to enable children to know and understand environmental problems at a local, regional and global level
- to encourage in children a commitment to sustainable development and an appreciation of what ‘global citizenship’ means
- to develop a variety of other skills, including those of enquiry, problem solving, ICT, investigation and how to present their conclusions in the most appropriate way

Equal Opportunities

All children regardless of their race, sex, religion or ability will be given equal opportunities to develop their knowledge, skills and understanding of Geography.

Care is taken when selecting source material that a range of perspectives and viewpoints are represented, including those of men and women of different racial, national or religious groups.

Care is taken that societies are not just represented from the British perspective but also from their own. The importance of the pupil's own cultural background is recognised as a resource, which may give an alternative perspective on areas and cultures.

Geography curriculum planning

We have devised a Creative curriculum that uses units of work from the Focus Learning Challenge Curriculum, See Creative Curriculum Policy for more details. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge.

Resources

Most available resources for Geography are stored in classrooms but others are available in the resource area (old ICT suit). They are boxed and labelled for most of the topics studied throughout key stage one and key stage two. Teachers also have access to a vast selection of online resources via Oddizzi and access to different types of maps via Digimaps. These provide children access to guided reading tasks, quizzes, banks of real photos, maps and videos. Both websites are updated regularly and offer staff updates.

Health and Safety

Fieldwork is an important part of Geography teaching. School health and safety guidelines should be followed at all times and a risk assessment completed for all visits.

For health and safety issues concerning Geography activities within school these points should be followed:

- Children should be reminded to take extra care when walking near high risk areas e.g. roads, rivers, hills etc.
- Teachers should get all resource boxes prior to lessons and avoid asking children to carry them.
- A designated area (e.g. carpet area) should be used for floor maps/posters and mats, they should not be left in a walk-through area.
- Children should not be left alone with visitors to the school, teachers should stay with them to maintain discipline.
- Children should be shown how to safely use fieldwork and digital resources prior to sessions.

Our curriculum for Geography acknowledges that learners with additional needs are likely to have difficulties making a generalisation associated with stimuli. These difficulties may act as barriers to learning with regard to making the connections necessary when studying Geography. The learner may need support to remember previous experiences and link them to make sense out of a new one. When teaching Geography at Bridgewater planning is adapted to suit the needs of all children no matter what their needs with a focus on Quality First Teaching.

Teaching is personalised and targeted including tasks, questioning and intervention in the lesson where needed. We use pre-teaching of vocabulary to help the children know and remember more, and provide guided scaffolds to ensure all children are accessing the curriculum knowledge needed for their year group. All children have access to knowledge mats for reference and consolidation of skill information and vocabulary. Teaching uses visual and practical resources to help understanding of new content in Geography where physical artefacts are not available. Teachers also carefully consider adaptations – see below.

SEND Adaptations for Geography:

| Cognition and Learning | |
|--|---|
| Barriers | Provision |
| <p>Reading resource/ source materials.</p> <p>Recording of work using paper and pencil methods.</p> <p>Understanding the concept of time/ passage of time.</p> | <ul style="list-style-type: none"> • Highlighting of key points to cue children in. • Whole class reading of source materials to support understanding. • Enlarging text. • Use of visual and audio sources. • Shared reading opportunities to give children opportunity to practise. • Adapting reading materials such that they match pupils reading age/ability. • Sourced read through immersive reader or audiobooks. • Alternative methods of communication such as comic strips, pictures, annotated drawings. • Use of word processor, speech to text software. • Use of peer scribe, adult scribe, my turn your turn approaches. • Broken down success criteria • Scaffolds for writing. |
| Communication and Interaction | |
| Barriers | Provision |
| <p>Complex subject specific vocabulary/ new vocabulary.</p> <p>Participation in lessons which are largely discussion based</p> | <ul style="list-style-type: none"> • Pre-teaching of key vocabulary or sending home key vocabulary prior to the topic. • Support key vocabulary with symbols/visuals. • Assess child’s level of prior knowledge and vocab before the topic. • Enable additional thinking/processing time. • Give the child a whiteboard or method of jotting down ideas to support their participation. • Communication fans and other prompts to signal ‘agree/disagree/I have a question’ using nonverbal methods. |
| Physical and Sensory | |
| Barriers | Provision |

| | |
|---|--|
| <p>Being able to view maps and other visual resources.</p> <p>Sensory overload.</p> <p>Fieldwork opportunities.</p> | <ul style="list-style-type: none"> • Allow children to feel artefacts if possible/allowed. • Enlarged pictures/texts/detailed descriptions which paint a picture of an object. • Use of ear defenders or noise cancelling headphones. • Prior warning of anything unexpected. • Gloves to handle objects if sensory. • Removal to a space away from any smells. • Option to observe artefacts from a distance and relate/compare to a printed photo of the objects. • Consider pupil sensory audits and adaptations. • Use of additional adults to supports learners when visiting places for fieldwork in geography. |
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| Social Emotional and Mental Health | |
|---|--|
| Barriers | Provision |
| | <ul style="list-style-type: none"> • Prior warning of any sensitive topics. • Liaison with parents/carers in advance of any sensitive/triggering topics • Method of communicating that a topic is becoming too much/child may need time out and an appropriate/identified place to go to if needed. • Opportunities to develop social skills including being taught these discretely to support engagement in group work and collaborative learning. • Use of PSHE to discuss healthy relationships, promote well-being and explore emotive topics within learning. |



SUBJECT OVERVIEW

Geography

BRIDGEWATER PRIMARY SCHOOL



| | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
|-----------|---|--|--|---|---|--|
| NURSERY | Describe what they see, hear and feel whilst outside. Exploration of natural materials leaves, conkers, acorns, soil, trees and pumpkins. | Understand that some places are special to members of their community. | Understand that some places are special to members of their community.- weddings, christenings, church | Changes in our environment. | Mini beasts – What lives in our local area? | Transport- draw information from a simple map. Discuss their own journeys. |
| RECEPTION | Talking about their family and community – including their homes and where they live. | Understand that some places are special to members of their community. Names and describe people who are familiar to them. | Understand that some places are special to members of their community- weddings, christenings, church. Understand where in the world people celebrate Chinese New Year | Explore the natural world around them describing what they see feel and hear outside. | Mini beasts – What lives in our local area? | Transport- draw information from a simple map. Explore the natural world – develop an understanding of where they live e.g. our country is an island |
| YEAR 1 | Why can't a Meerkat live in the north pole? | | | | | Where do, and did, the wheels on the bus go? |
| YEAR 2 | | | | Where would you prefer to live Salford or Kenya? | Why do we love to be beside the seaside? | |

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|---------------|----------------------------------|----------------|--|---|--|-----------------------------|
| YEAR 3 | | | | Why do people go to the Mediterranean for their Holidays? | What makes the earth angry? | |
| YEAR 4 | | UK Settlements | | | Local Area Study | Scandinavia |
| YEAR 5 | What's so special about the USA? | | | The River Nile | | |
| YEAR 6 | | | | The United Kingdom | I'm a year 6 pupil, can you get me out of here? – Local Area Study | Natural Resources and Trade |