


# Geography Policy

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## 1. Subject Statement

- At Bramley Park Academy we believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world.

- Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it.

- The geography curriculum at Bramley Park Academy enables children to develop knowledge and skills that are transferable to other curriculum areas and which can and are used to promote their spiritual, moral, social and cultural development.

- Geography is, by nature, an investigative subject, which develops an understanding of concepts, knowledge and skills.

- We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

- The curriculum is designed to develop knowledge and skills that are progressive, as well as transferable, throughout their time at

Bramley Park Academy and also to their further education and beyond.

## Implementation

- Geography at Bramley Park Academy is taught in a cross curricular approach throughout the year, so that children can achieve depth in their learning.

- Teachers have identified the key knowledge and skills of each topic and consideration has been given to ensure progression across topics throughout each year group across the school through the progression of skills document.

- At the beginning of each topic, children are able to convey what they know already as well as what they would like to find out through knowledge harvests.

- This informs the programme of study and also ensures that lessons are relevant and take account of children's different starting points.

- Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion.

- Cross curricular outcomes in geography are specifically planned for.

- The local area is utilised to achieve the desired outcomes, with opportunities for learning outside the classroom embedded in practice.

## Cultural Capital

- Every child and family who joins our setting will have their own knowledge and experiences that will link to their culture and wider family. This might include: languages, beliefs, traditions, cultural and family heritage, interests, travel and work.

- Cultural capital is the accumulation of knowledge, behaviours, and skills that a child can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a pupil will draw upon to be successful in society, their career and the world of work.

- Cultural capital gives power. It helps children achieve goals, become successful, and rise up the social ladder without necessarily having wealth or financial capital. Cultural capital is having assets that give children the desire to aspire and achieve social mobility whatever their starting point.

- At Bramley Park Academy, children benefit from a flexible curriculum that builds on what they understand and know already. We believe that exposure, not only to culture but also to situations in which the children might not have previous experiences of, is of paramount importance to their ongoing successes.

- Gradually widening children's experiences as they progress through school is an important step in providing rich and engaging learning across the curriculum. We plan carefully for children to have progressively richer experiences in nursery and beyond. These include trips to the local park, shops and visits to places of worship, museums, sports and music venues just to name a few.

Impact

- Outcomes in topic and literacy books, evidence a broad and balanced geography curriculum and demonstrate children's acquisition of identified key knowledge.

- Teachers clearly set out lesson objectives using the assessment grids and National Curriculum to ensure coverage.

- Children review their successes in achieving the lesson objectives at the end of every session and are encouraged to identify their next steps.

- Children record what they have learned comparative to their starting points at the end of every topic.

- As children progress throughout the school, they develop a deep knowledge, understanding an appreciation of their local area and its place within the wider geographical context.

2. Teaching and Learning

- Through their work in geography, children learn about their local area and compare their life in this area with that in other regions in the United Kingdom and in the rest of the world.

- As pupils progress, they deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

- They learn how to draw and interpret maps and use subject-specific vocabulary relating to human and physical geography, with accuracy and confidence.

- Through their growing knowledge and understanding of human geography, children gain an appreciation of life in different societies, helping to develop a sense of other cultures, and how nations rely on each other.

- Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

- The learning intention for each lesson is informed by the national curriculum 2014 and children are guided towards this within each lesson through the use of success criteria.

- Teaching and learning in geography is supported by a wealth of resources.

- Outdoor learning is planned for and progressive throughout the school and programmes of work are embedded with key knowledge, which itself has been mapped, along with key skills, to support affective assessment and ensure progression across the school.

## 3. Assessment

- Assessment for learning is continuous throughout the planning, teaching and learning cycle.

- Key geographical knowledge is taught to enable and promote the development of children's geographical skills.

- Assessment is supported by use of the following strategies:
    - Observing children at work, individually, in pairs, in a group and in class during whole class teaching.
    - Using adaptive, open-ended questions that require children to explain and unpick their understanding.

- Providing effective feedback, including interactive marking through green pen questions where appropriate, to engage children with their learning and to provide opportunities for self-assessment, consolidation, depth and target setting.
- Book moderation and monitoring of outcomes of work, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners, with the acquisition of the pre-identified key knowledge of each topic being evidenced through the outcomes.
- Use of the knowledge harvests at the beginning of a unit to identify what children already know and what they would like to know.
- Learning objectives identified every lesson with child and teacher review of the agreed success criteria by the assessment grids which the children and teacher sign and date.

## 4. Planning and Resources

- Geography resources are stored centrally in the Humanities Resource Area and are organised into topic themes, which are clearly labelled.

- The library contains an extensive supply of geography topic books to support children's individual research.

- Children can also use ICT resources, remotely enabling parents to become involved in their child's learning.

- Class teachers develop a 'working wall' for each of the geography topics where books and other artefacts are displayed and easily accessible for children.

- Planning is achieved collaboratively with parallel-class teachers and plans are saved electronically for ease of access.

- Teachers have identified the key knowledge that is being taught, as well as the skills that are being developed across each topic.

- Teachers provide a topic overview, which makes explicit links to the national curriculum 2014 and this is available for parents to read on the school website.

## 5. Organisation

- Within the academic year, children study geography in a cross curricular approach, as outlined in the overall curriculum long term plan.

- This allows children to enhance their geographical knowledge and develop their geographical skills

6. EYFS

- Early Years explore geographical themes and content through the Understanding of the World strand of the EYFS curriculum.

- This involves guiding the children to develop a sense of their physical world, as well as their community, through opportunities to explore, observe and find out about people, culture and communities, the natural world, and technology. The key knowledge and skills in reception provide the foundation to learning and topics in Y1.

- They are assessed using our bespoke curriculum statements taken from Development Matters and Birth to 5 Matters.

7. KS1 and KS2

- During Key Stage 1 pupils will investigate their local area and a contrasting area in the United Kingdom or abroad, finding out about the environment in both areas and the people who live there.

- They also begin to learn about the wider world.

- They carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions about people, places and environments, and use geographical skills and resources such as maps and photographs.

- During Key Stage 1 pupils should develop knowledge about the world, the United Kingdom and their local area.

- They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

- Children will develop their locational knowledge; they will learn to name and locate the world's seven continents and five oceans.

- In addition, they will learn to name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

- They will also develop a greater understanding of place by comparing the geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.

- The specific geographical locations selected for these comparisons will be selected to link to other areas of the curriculum to allow for cross-curricular work and development.

- In addition to developing children's locational and place knowledge, they will have the opportunity to learn about human and physical geography.

- During this study, they will identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.

- They will also begin to use geographical vocabulary to refer to key physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather) and key human features (city, town, village, factory, farm, house, office, port, harbour and shops.)

- Children will develop geographical skills and fieldwork skills, through these three areas of study, where they learn to use world maps, atlases and globes; simple compass directions; aerial photographs and plan perspectives to recognise landmarks and basic human and physical features and to use simple fieldwork and observational skills to study the geography of their local area.

- During Key Stage 2 Pupils extend and develop their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America; studying the location and characteristics of a range of the world's most significant human and physical features.

- They continue to develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

- They extend their locational knowledge when they learn to locate and name European countries as well as North and South America countries, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.

- In addition to this, they extend their locational knowledge to be able to name and locate counties and cities of the United Kingdom, describing key geographical regions, human and physical characteristics, key topographical features and land-use patterns.

- This is further extended to identify the position and significance of latitude, longitude, the Equator, the Northern and Southern Hemispheres, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circle and the Greenwich Meridian and time zones.

- They will build on their understanding of place by comparing the geographical similarities and differences through studying the human and physical geography of a region of the United Kingdom, a region of a European country and a region within North or South America.

- As in Key Stage 1, the specific geographical locations selected for these comparisons will be selected to link to other areas of the curriculum to allow for cross-curricular work and development.

- In Key stage 2 human and physical geography knowledge is extended to allow children to develop an understanding of aspects of physical geography (investigating climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle) and human geography (learning about types of settlement and land use, economic activity and the distribution of natural resources including energy, food, minerals and water.)

- Children will continue to develop geographical skills and fieldwork skills, through these three areas of study, where they learn to use maps, atlases and globes and digital/computer mapping; eight-point compass directions; four and six-figure grid references, symbols and keys and the Ordnance Survey maps.

- They will also use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

## 8. Equal Opportunities

- At Bramley Park Academy, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability.

- Teachers use a range of strategies to ensure inclusion and also to maintain a positive ethos where children demonstrate positive attitudes towards others.

- Support for specific individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be provided for and demonstrated by children who require further challenge.

## 9. Inclusion

- All pupils are entitled to access the geography curriculum at a level appropriate to their needs.

- To ensure inclusion, teachers use a range of strategies in line with the school's inclusion planning key.

- Independent tasks, as well as teaching, are also well-adapted to ensure full accessibility, as well as to provide appropriate challenge to different groups of learners.

- The school makes full use of additional adults who are deployed effectively to ensure that identified children are able to make progress in each curriculum area, according to their full potential.

- Through the use of knowledge harvests, teaching takes account of children's own interests to ensure topic relevance to all individual learners.

- Opportunities for enrichment are also fully utilised, to ensure a fully inclusive and engaging geography curriculum and this is supported

through a number of links with places of geographical interest in the immediate and wider locality.

## 10. Role of the Subject Leader

- The subject leader's responsibilities are:
  - To ensure a high profile of the subject
  - To ensure a full range of relevant and effective resources are available to enhance and support learning.
  - To model the teaching of geography
  - To ensure progression of the key knowledge and skills identified within each unit and that these are integral to the programme of study and secure at the end of each age phase.
  - To monitor books and ensure that key knowledge is evidenced in outcomes, alongside and as supported, by SMT
  - To monitor planning and oversee the teaching of geography ● To lead further improvement in and development of the subject as informed by effective subject overview
  - To ensure that the geography curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment
  - To ensure that the geography curriculum take account of the school's context, promotes children's pride in the local area and provides access to positive role models from the local area to enhance the geography curriculum
  - To ensure that approaches are informed by and in line with current identified good practice and pedagogy.

## 11. Parents

- Parents and carers are involved with supporting their children with topic-based homework.

- Geography homework tasks are well communicated and have a clear purpose, often providing children with the means to research and explore a topic to support their classroom work.