



**BREThERTON ENDOWED CE PRIMARY SCHOOL
Geography Policy**

Walking in the footsteps of Jesus with our Christian family, we learn, grow, achieve and flourish together in God's love.

This policy is for Bretherton Endowed CE Primary School and The Hub, Bretherton Endowed Out of School Provision.

Intent

At Bretherton school, we want children to aspire to become global citizens, with a solid understanding of local, national and global Geography. We aim to provide a high-quality education that fosters a curiosity and fascination of the world and its people. This will involve developing core knowledge relating human and physical characteristics, the UK and local areas, the world and its continents, place knowledge and geographical skills and fieldwork.

It is our belief that children should have access to a broad and rich Geography curriculum, ensuring that they are able to utilise their enquiry skills to ask and answer questions about local, national and international areas, citizenship and geographical phenomena.

Our Geography curriculum is based on the National Curriculum, and meets the needs of all children within our school regardless of their starting point and/or academic ability. It is designed to recognise children's prior learning, provide first hand experiences, and celebrate excellence and unique talents within geography. Our Geography curriculum teaches knowledge, concepts and skills whilst exposing the children to a wide and diverse range of geographical aspects. It recognises that every child is an individual with a unique potential for learning.

Ultimately, we want children to have respect for the world and its people, with an ability to question how historical and current human and physical Geography impacts humans and the future of our planet.

Implementation

At Bretherton, our Geography curriculum has been designed over a two-year cycle across mixed-age classes. The design of our curriculum is unique to our school to ensure that children have the opportunity to understand their local geographical location and understand this in relation to the world that they live in. All classes have two Geography topics for each yearly cycle which include the fundamental skills listed within the National Curriculum, and each topic is detailed with key questions and objectives to inform planning. Our curriculum is designed for children within EYFS to explore their immediate environment and be able to describe similarities and differences between life in this country and other countries, and understand the processes and changes that take place in the natural world around them. From there, our children begin to explore the wider world, expanding and building-upon their skills and understanding acquired from an early curiosity about the world around them.

We aim to provide children with a rich understanding of the geography of their local area and encourage trips to build on skills. This includes visits to local landmarks and businesses, such as GA Foods, and other immersive experiences—Hothersall Lodge in Class 3 and Robin Wood in Class 4—which build on knowledge, skills and fieldwork.

As children progress through the Geography curriculum at Bretherton Endowed, links will be

made between the knowledge (substantive knowledge) and skills (disciplinary knowledge) that they cover. Children will be encouraged to recall what they have previously learnt through retrieval questions at the beginning of each Geography lesson. Key questions, taken from our knowledge organisers, will inform assessment at the end of the unit.

Impact

Through our geography curriculum, we aim to provide children with a key understanding of the world that they live in. They will be able to utilise geographical skills and knowledge to understand the physical and human characteristics of places in the world and processes over time which impact the world, globally and locally.

Children will be proficient in data handling and be able to collect and analyse information. They will be able to interpret a range of geographical sources and communicate through a variety of means, such as numerical and quantitative skills, maps and writing at length.

We measure the impact of our Geography curriculum in the following ways:

- Summative assessment of pupil discussions about their learning.
- Images and videos of the children's practical learning.
- Interviewing the pupils about their learning (pupil voice).
- Moderation staff meetings where pupil's books are considered and discussed and there is opportunity for a dialogue between teachers to understand their class's work.
- Annual reporting of standards across the curriculum
- Marking of written work in books.

Milestones

Due to the formation of our classes, we have indicated milestones for each class to ensure coverage across the curriculum.

Class 1—Reception and Year 1

In addition to the Early Learning Goals, Class 1 learn through the Key Stage 1 curriculum. The children discover locational knowledge of the United Kingdom, identify hot and cold places of the world and conduct local fieldwork studies, including the school grounds.

Class 2—Year 2 and Year 3

Class 2 learn through the Key Stage 1 and Key Stage 2 curriculum. The children's locational knowledge begins to expand further as they examine their locality, a small non-EU area, a European region, and complete an in-depth study the Lake District. Fieldwork and mapping skills develop and upscale, and children examine the formation of mountains, volcanoes and earthquakes.

Class 3—Year 4 and Year 5

In Class 3, the children's geographical knowledge continues to develop into the wider world. Children study South America, including the Amazon, the Pantanal and Rio de Janeiro, and complete a European study on Reykjavik and Iceland. The children also examine biomes, climate and vegetation belts and rivers, including the effect of local flooding. They have the opportunity to develop fieldwork skills in their yearly visit to Hothersall Lodge.

Class 4—Year 6

Children in Year 6 build on their previous knowledge and skills to investigate and enquire about the world around them. Ethical and environmental ideas are woven into topics about the Arctic and Antarctica, and through their understanding of trade links and the distribution of natural resources. A final enquiry study about our local village provides children with the opportunity to develop their fieldwork and OS map skills. Children also visit Robin Wood.

Links to Key Stage 3

Through discussions with our link Secondary school, we know that our curriculum covers topics that are built upon in Key Stage 3. We acknowledge that mapping and data handling skills are integral to the secondary geography curriculum and have made provisions within our school to ensure that these are prioritised within our own teaching and learning. Key vocabulary is highlighted for each topic which will aid pupils' retrieval in their future learning.

Early Years

- Children can use their knowledge and observation skills to describe their immediate environment, including the school grounds.
- Children will understand some similarities and differences between different religious and cultural communities in this country, drawing on personal and classroom experiences.
- Children can explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps.

SEND/PPG/Higher Attainers

We recognise the fact that we have children of differing abilities in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which are differentiated by task, expected outcome and/or support from peers or adults. As much provision as possible is made for pupils with Special Educational Needs to aid their equal participation in art activities and development in all the skills and elements. This includes children who may be gifted, talented and able in geography. Activities are matched to each individual's needs.

Geography also provides excellent opportunities to enhance the critical skills of more able pupils to develop their understanding of the world. They are able to address the 'bigger picture' of Geography, one which encompasses the ability to tackle ethical and moral dilemmas and examine human and physical phenomenon in depth.

Progression in Geography

There are four main themes which develop through our Geography curriculum:

- Settlement
- Economic activity and trade
- Climate change
- Interdependence

Additionally, our children develop a sense of place which starts locally in Class 1, and moves into the wider world progressively through school. Key skills are clearly mapped through the curriculum

Spiritual, moral, social and cultural development and British Values

Social

- Group practical work
- Team working skills
- Considering the geographical impact on humans and societies around the world.
- Understanding those who wish to lead environmental change

Moral

- Pupils to become increasingly curious
- Development of open mindedness to the suggestions of others
- The impact of climate change upon the environment
- Development of ethical ideologies regarding local and global geography
- Considering the environment.

Spiritual

- Looking for meaning and purpose in natural and physical phenomena
- Wonder about the earth and its possibilities
- An awareness of the impact of human and physical geography on the world
- The interdependence of all living things in relation to the world

Cultural

- The use of Geography to form questions about local, national and global citizenship
- Geographers/influencers from around the world
- Environmental issues that are central to Geography.

British Values

Democracy

- Take the views and opinions of others into account
- Take turns and instructions from others
- Understand democracy in relation to Geographical phenomenon

The rule of law

- An awareness of the law in relation to global geography

Individual liberty

- Making choices when collecting data
- Respecting individual views on Geographical matters

Tolerance

- Respecting cultures from around the world

Mutual respect

- Work as a team
- Discuss findings
- Respect the opinions of others

Equality Statement

At Bretherton Endowed CE Primary School, we actively seek to encourage equity and equality through our teaching.

As such, we seek to advance the equality of opportunity between people who share any of the following characteristic:

- gender;
- ethnicity;
- disability;
- religion or belief;
- sexual orientation;
- gender reassignment;
- pregnancy or maternity.

The use of stereotypes under any of the above headings will always be challenged.

This policy was adopted : February 2023

This policy will be reviewed before the end of 2024

All aspects of our policy intend to comply within the Data Protection (GDPR) legislation.



Headteacher : Mrs Alison Moxham

Chair of Governors : Mr T. G. Wilson

www.brethertonschool.org.uk