

Bonneygrove Primary School Curriculum Guidance



GEOGRAPHY

INTENT

At Bonneygrove Primary School our Geography curriculum is designed to inspire, in pupils, a curiosity and fascination about the world around them and their local region. Geography is a subject that 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.

At Bonneygrove Primary School we encourage children to ask questions and be curious about the world around them through the use of knowledge drivers and class debates. We ask that they collaborate with their peers through joint mapping activities and group tasks. We offer experiences to broaden their horizons and create lasting memories: taking their learning outside and taking advantage of our school grounds (woodland) as well as the local area. We regularly encourage children to be resilient and determined by providing a differentiated curriculum to meet the needs of all learners and by incorporating a growth mind-set approach. We have high expectations and expect our pupils to challenge themselves by being independent and deepening their knowledge through homework projects and by using our 'Deeper Thinking Menu'. Our teachers provide many opportunities for cross curricular learning, allowing children to make connections between different subjects to contextualize pupils' understanding e.g. writing a postcard from 'a particular global location' and posting it to themselves or applying their mapping skills to a mini-beast science investigation.

Studying Geography at Bonneygrove Primary School, equips our children with the skills, understanding and opportunities to be mindful of the impact humans have on our environment and become ambassadors for protecting our wonderful planet.

IMPLEMENTATION

At the beginning of each new topic, teachers assess the knowledge of the children's previous learning by directing them to engage with a KWL grid. This allows the teacher to make an assessment for learning based on individual and whole class understanding. The teacher can then scaffold and direct their planning based on this assessment to help close any gaps, address any misconceptions or provide challenges to deepen their knowledge of geographical concepts. Children are also provided with topic specific word mat to engage with as a means to broaden pupil's vocabulary but also to promote oracy in this subject area.

Children in Key Stage Two are encouraged to assess their own understanding of the lesson objective themselves. These children interact with Jigsaw grids to demonstrate how successful they felt their understanding of the success criteria was: giving the children ownership of their own learning. This activity also enables the teacher to assess if they need to re-teach or re-visit a particular skill or concept, as a class, or have an individual responsive intervention to address misconceptions. Children in Key Stage One, will begin assessing their own understanding by colouring a circle either pink or green against the lesson's WALT.

Teachers will ensure that concepts and skills are revisited to promote 'sticky learning' through the use of lesson starters and regular quizzes as well as revisiting, and progressing, skills year on year.

In EYFS, geography is taught as an integral part of topic work, and then in Key Stage One, the children develop an understanding for their own environment and an awareness of a wider world. In Key Stage Two, the children develop their knowledge and make connections between people, places and environments and how they relate to one another.

At Bonneygrove Primary School, geography is taught as an immersive subject which utilises an enquiry based approach to learning enabling children to ask questions about what they are learning. We use different sources to fuel this enquiry and further develop the children's ability to ask questions such as: photographs, information books, newspaper articles, diary entries and websites. This all works towards aiding their understanding, developing their skills and making lasting memories.

At Bonneygrove Primary School, we make reasonable adjustments for all our children (including those with SEND). In our school, we ensure that all of our children registered as SEND, including the provision of auxiliary, are not at a substantial disadvantage compared with their peers.

At Bonneygrove, we are guided by the SEND Code of Practice - Right Support, Right Place, Right Time March 2023. We recognise that each child has a specific need, including:

- Communication and interaction
- Cognition and learning
- Social, emotional, and health difficulties
- Sensory and/or physical needs

The above needs will be addressed through quality first teaching, effective differentiation, use of resources (primary and secondary), individual interventions, small group interventions, specialist provision and other supporting agencies.

Here at Bonneygrove, we ensure children with SEND have every opportunity to succeed and recognise that additional support may be required to ensure they progress and attain in line with their peers. We do this by utilising various strategies- e.g.

SEND area of need	Barrier to learning	Strategies
<ul style="list-style-type: none"> • Communication and interaction 	<ul style="list-style-type: none"> • Noise and movement – overstimulating • Sharing space and equipment with others • Understanding cause and effect 	<ul style="list-style-type: none"> • Visual representation • Knowledge/graphic organisers • Clear end points • Clear expectations • Modelling and explanations clarity • Movement breaks • Break down task into small chunks (Boxed up planning) • Visual timetable/now and next • Use of sensory toys – blu tac on the carpet • Practical learning • Ear defenders if needed
<ul style="list-style-type: none"> • Cognition and learning 	<ul style="list-style-type: none"> • Difficulty in recording in writing and diagrams • Cutting out and sticking in • Finishing work • Waiting + frustration • Fairness • Organisation of resources • Maintaining attention • Sitting still • difficulty in understanding cause and effect • difficulty recording in a way which supports learning and retrieval • Difficulty recalling instructions • Difficulty recalling prior learning (long and short term) 	<ul style="list-style-type: none"> • Knowledge/graphic organisers • Alternative ways of recording • Simplification of diagrams • Knowledge/graphic organisers • Step by step instructions • Clear end points • Modelling and explanations clarity • Movement breaks • Break down task into small chunks (Boxed up planning) • Visual timetable/now and next • Use of sensory/fiddle toys – e.g., blu tac on the carpet • Practical learning • Standing desk • Knowledge/graphic organisers

		<ul style="list-style-type: none"> · Dual coding · Word banks · Alternative methods of recording pictures/recording cloze procedures · Task plan · Knowledge/graphic organisers · Pre and reteaching · Colourful semantics · Use of symbols · Task planners · Word banks · Access to printed PowerPoints to refer back.
<ul style="list-style-type: none"> • Social, emotional, and health difficulties 	<ul style="list-style-type: none"> · Motivation · Participation · Team/partner work · Sharing materials and “air-time” 	<ul style="list-style-type: none"> · Clear end points · Clear expectations · Modelling and explanations clarity · Movement breaks · Break down task into small chunks (Boxed up planning) · Visual timetable/now and next · Use of sensory toys – blu tac on the carpet · Practical learning · Simple instructions.
<ul style="list-style-type: none"> • Sensory and/or physical needs 	<ul style="list-style-type: none"> · Difficulty in hearing instructions from teacher/peers · Filtering noise to hear what is important · Low self esteem · Difficulty with vocabulary. · Difficulty in reading maps · Difficulty in reading grid references · Reading compasses · Staff expertise · May struggle with contrasting colours on the board 	<ul style="list-style-type: none"> · Pictorial representations · Video · Vocab lists and explanations/dictionaries so words can be revised · Position within the class · Simple instructions · Task planners · Use of signing of needed · Ensure mini- mic is working and check hearing aids daily · Enlarged resources · Knowledge/graphic organisers · Technology for recording · Training for staff · Use of Braille if needed · Separate screen linked to whiteboard · Speak directly to child · Peer support (vary the peer)

IMPACT

When they leave Bonneygrove Primary School, our children should be able to confidently explain the key physical, and human, processes of planet Earth as well as leaving with an appreciation for the diverse habitats that can be found there. Children will have a knowledge of the geographical characteristics of the United Kingdom and be able to determine if these features are either physical or human. Throughout their time at Bonneygrove Primary School, the children will develop their map reading skills and be able to read and navigate atlases and maps. Children will also develop their fieldwork and investigative skills through practical activities, by observing the world around them, and via multimedia activities involving written or online material. We want the children to be able to articulate the significant aspects of the wider world including human impact and natural processes that have changed and shaped the world we live in today. Children will be able to use geographical terminology specifically continent, country, climate, natural resources, habitat, and environment. Children at the end of Year Six will be able to discuss natural and physical processes, similarities and differences, how landscapes have changed over time, as well as ask questions and make connections between the different environments they have studied.

Geography Policy

Role of the subject Leader

The role of the geography subject leader is to ensure continuity and progression in the teaching and learning of geography.

- Create a progressive geography curriculum map, monitor its implementation and assess the impact in the progress children make.
- Share good practice across the school.
- Monitor and evaluate the implementation of the geography curriculum map.
- Monitor and evaluate geography related teaching resources.
- Monitor planning and the delivery of the curriculum.
- Work with colleagues to raise standards and deliver subject specific training.
- Yearly geography audit and action plan.

Objectives

The following objectives derived from the above aims will form the basis of our decisions when planning a scheme of work. Assessment will also be related to these objectives:

- To develop pupils' enjoyment and interest in geography and an appreciation of its impact on the world around them.
- To develop a knowledge and appreciation of the skills and processes undertaken by geographers in order to understand the world we live in.
- To encourage pupils to relate their geography knowledge to the real world: the human impact on the environment and how human and physical processes have shaped the world we live in today and the world we will live in, in the future.
- To develop a knowledge of geography contained within the programmes of study of the National Curriculum.
- To build on pupils' curiosity and sense of awe of the natural world.
- To develop in pupils a general sense of enquiry which encourages them to question and make suggestions.

- To encourage pupils to undertake fieldwork activities and put geography into action.
- To learn about other countries and the impact the geographical landscape has had on habitats, peoples lives and industry.
- To develop pupils' use of resources and ICT in their geography studies.
- To give pupils the chance to obtain information using the internet (videos, maps, websites) as well as text books and atlases.

Principles of teaching and learning

Differentiation and Additional Educational Needs

The study of geography will be planned to give pupils a suitable range of differentiated activities appropriate to their age and abilities. Tasks will be set which challenge all pupils, including the more able. For pupils with SEN the task will be adjusted or pupils may be given extra support. The grouping of pupils for practical activities will take account of their strengths and weaknesses and ensure that all take an active part in the task and gain in confidence.

Cultural Capital

Wherever possible geography work will be related to the real world and everyday examples will be used. Connections will be made to our local area (both in and around the school) as well as comparisons between different locations. We will also foster a sense of citizenship and responsibility to protect and become ambassadors for the local community, as well as the wider world.

Cross-curricular skills and links

Geography pervades many aspects of our lives and this will be related in other areas of the curriculum including: literacy, history, religious education, ICT, art and science. We will ensure that pupils realise the positive contribution of explorers and the contribution from those of other cultures. We will not only emphasise the positive effects of human geography on the world but also include problems, which some human activities can produce.

Continuity and Progression

Foundation Stage pupils investigate geography as part of the Understanding of the World topic. Children are encouraged to investigate and learn through practical experience. Our teachers guide the children and plan opportunities that allow the children to make connections with the world around them through observations and experiences that allow them to learn for themselves. By careful planning, pupils' geography skills and knowledge gained at Key Stage One, will be consolidated and developed during Key Stage Two.

Pupils in Key Stage One will be introduced to geography by initially focussing locally, on our school, then moving further afield to the UK and the wider world. By the end of Key Stage One, the children will have begun to develop their mapping and fieldwork skills that will be further developed at Key Stage Two. In Key Stage Two, pupils' develop a deeper understanding of the Earth's natural processes and the impact of this on the environment and human life. The knowledge and content prescribed in the National Curriculum will be introduced throughout both key stages in a progressive and coherent way.

Equality of Opportunity

All children have equal access to the geography curriculum and its associated practical activities. The SLT, Class Teachers and TAs at Bonneygrove Primary School are responsible for ensuring that all children, irrespective of gender, learning ability, physical disability, ethnicity and social circumstances, have access to the whole curriculum and make the greatest possible progress. Where appropriate, work will be adapted to meet pupils' needs and, if appropriate, extra support given. More able pupils will be given suitably challenging activities. Gender and cultural differences will be reflected positively in the teaching materials used.

All children have equal access to the geography curriculum, its teaching and learning, throughout any one year. This is being monitored by analysing pupil performance throughout the school to ensure that there is no disparity between groups.

Health and safety

Pupils will be taught to use geography equipment safely when using it during practical activities. Class Teachers and Teaching Assistants will check equipment regularly and report any damage, taking defective equipment out of action. A simple risk assessment will be carried out for all practical activities any perceived hazards will be reported to the Head who will determine the appropriateness of the activity.

Assessment for Learning, recording and reporting

Throughout the school, teachers will assess whether children are working at/above or below the expected level for their age based on their understanding and application of the content of the National Curriculum 2014. Progress and attainment is reported to parents through parents' evenings and end of year reports.

Marking for Improvement (see policy)

Some of the work done in geography lessons is of a practical or oral nature and, as such, recording will take many varied forms thus making marking different. It is, however, important that written work is marked regularly and clearly, as an aid to progression and to celebrate achievement. When appropriate, pupils may be asked to self-assess or peer assess their own or other's work.

Marking for improvement comments in a child's book must be relevant to the learning objective to help children to better focus on future targets.

Resourcing

Specialist pieces of equipment and those posing a potential safety risk will be held centrally and staff access when required.