



BRETHERTON ENDOWED CE PRIMARY SCHOOL
Geography

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

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Created By: Annabel Di Franco

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

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 places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes. 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.

At Bretherton Endowed, we acknowledge the importance of educating our pupils about sustainable development and have embedded this in our whole school curriculum and ethos. We dedicate a lot of school time to this area as we understand the need for our pupils to think about global issues and the future of our world. We have a School and Eco Council and we discuss key issues including water usage, growing our own food, the three Rs (reuse, reduce, recycle), wildlife and protecting our local area, wider world issues linked to animals and their habitats and also topical issues on the news and how we can help. The children in these important roles will share ideas back with their own classes and gather opinions, concerns and areas of interest from their peers to share and discuss at meetings. As a whole staff, we are dedicated to this area of learning and we continually review our outdoor learning spaces and address how we can improve and have a positive impact upon our school environment, the local area and the wider world.

The aims of teaching geography in our school are:

An excellent knowledge of Bretherton, the surrounding areas and how they have changed and developed over time;
A rich and varied Geography vocabulary;
An understanding of physical and human aspects of geography;
A comprehensive understanding of places within Britain and the wider world;
Ability to apply questioning skills and geographical enquiry to different locations and places and to explain their findings;
The ability to communicate and present their findings and opinions effectively in a variety of ways to a range of audiences;
Excellent fieldwork skills;
An awareness of current topical issues and understanding of sustainable development;
A keen interest in Geography as a subject and a curiosity about our wonderful world

Early Years

In the Early Years Foundation Stage, the children will:

- Learn about the local area and the geographical features of their immediate surroundings.
- They will learn about the importance of looking after their immediate environment and surroundings.
- Children can use their knowledge and observation skills to describe their immediate environment, including the school grounds.
- They will use positional vocabulary to describe geographical features and they will draw simple maps of the places that are significant to them.
- They will make observations of creatures and plants within their local area and they will also learn about language related to the weather and how this has an impact on the environment
- 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.

Special Educational Needs Disability (SEND) / Pupil Premium / Higher Attainers

All children will have Quality First Teaching. Any children with identified SEND or in receipt of pupil premium funding may have work additional to and different from their peers in order to access the curriculum dependent upon their needs. As well as this, our school offers a demanding and varied curriculum, providing children with a range of opportunities in order for them to reach their full potential and consistently achieve highly from their starting points.

For SEND children, we ensure that work is carefully scaffolded when necessary so that knowledge and skills can still be accessed and achieved.

Our Geography curriculum 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.

How we do this?

At Bretherton, our Geography curriculum has been designed over a two-year cycle across mixed-age classes and class teachers will ensure that activities are carefully planned and differentiated so that all pupils can access and understand them. The design of our curriculum is unique to our school to ensure that children have the opportunity to understand their local geographical location and relate and compare this to the world that they live in. We utilised the expertise of the Geographical Association in designing our curriculum. The knowledge content of the curriculum ensures that prior learning is built upon, and that children can make clear links between previous learning and other subjects across the curriculum. Through this, we aim to support our children's cognitive function skills to ensure that they are able to apply critical thinking to wider geographical concepts. Additionally, geographical skills are sequential within our curriculum ensuring that children can enquire and delve into deeper questions suitable for their stage of learning. Staff will make cross-curricular links where appropriate to help children to make connections.

All classes have two Geography topics for each yearly cycle which include the subject content listed within the National Curriculum, and each topic is detailed with key questions and objectives to inform planning. Topic knowledge organisers provide clear lesson and unit outcomes for teachers and pupils ensuring that key content is covered. Each knowledge organiser also lists the key vocabulary for each topic and children are expected to understand and use these effectively, including orally and within written work.

Our curriculum is designed for children within EYFS to explore their immediate environment and 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, we begin to explore the wider world, expanding and building-upon the children's skills and understanding acquired from their early curiosities.

Fieldwork is an integral part of our curriculum. From Reception, the children have the opportunity to use our outdoor area to explore, ask questions, and find their own answers. As the children move through the school, they begin to explore wider afield to enquire, 'think like a geographer', and critically evaluate and discuss their findings. We use a range of digital technologies to support the implementation of data analysis and children are familiar in how to record, monitor and present information. We also utilise external agencies to support our delivery of fieldwork, including our Class 3 and 4 residentials to Hothersall Lodge and Robin Wood.

Assessment is built into our planning and can assess both knowledge and/or skills, depending on the content of the unit. Staff use formative assessment against the lesson content to make informed decisions about progress which in turn will impact future lessons. A final summative assessment piece is used to highlight the progress the children have made throughout the unit, and any areas that require further targeting.

Trips and enrichment are very important in Geography, and we ensure that the children have the opportunity to use our local environment and village to its full extent. We call upon wider colleagues, such as our local PCSOs, to support our understanding of our local area, and class visits scheduled into our two-year cycle include geography which cover mapping skills and enquiry. Our local residentials in Class 3 and 4 build on previously taught skills, and provide children the chance to study rivers and local biomes.

At Bretherton, we believe that all staff should have access to good CPD to further develop their subject knowledge. We utilise a range of external support, including secondary subject specialists, the GA and geography consultants in order to do this. Staff meetings support the distribution and implementation of subject specific content.

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.
- Assessing children's understanding of topic-linked vocabulary before and after the unit is taught.
- Using dialogue learning tasks to assess children's understanding.
- 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.

Adopted by the Governing Body of Bretherton Endowed CE Primary School.

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