



Bishop Bridgeman C.E. Primary School

Part of Archbishop Temple Multi Academy Trust

We Work, We Play, We Care, We Pray

“Love God, Love Yourself, Love Your Neighbour” Luke 10:27

GEOGRAPHY CURRICULUM POLICY

At Bishop Bridgeman, we give our children the very best. Through a supportive and purposeful curriculum linked with national curriculum objectives, we strive to ensure that all our pupils are able to succeed and find their unique talents and strengths. Our staff are committed to developing a love of learning, whilst developing the skills and values to support the all-round development of every pupil. Bishop Bridgeman is a special place where we work, we play, we care and we pray and our geography curriculum incorporates the school's vision - 'Love God, Love Yourself, Love Your Neighbour' Luke 10:27 in the lessons and units that are delivered throughout school.

INTENT

At Bishop Bridgeman Primary School, we provide a rich and varied curriculum that gives pupils the knowledge and skills to take full advantage of opportunities, responsibilities and experiences as they move through life. Staff at Bishop Bridgeman have all children's success at the forefront of their minds and the curriculum is designed to equip pupils with the knowledge and skills for them to succeed.

Leaders have carefully planned and sequenced the curriculum. The geography curriculum has clear endpoints that state the knowledge and skills that pupils will gain at each stage – these endpoints link to seven concepts that leaders have identified to include in the geography curriculum. Each geography unit focuses on two of the concepts and these concepts are revisited at different points through the geography curriculum. When sequencing the curriculum, leaders have considered prior learning and typical gaps so that pupils gain sufficient knowledge and skills cumulatively. By doing this, it enables children to build on knowledge and skills learnt through Early Years and Key Stage 1 and apply and add to those in Key Stage 2. This allows children to know more, remember more and be able to access more.

We aim to provide a quality education that enables our children to grow into positive, responsible role models who are prepared for the next stage of their education or work. We encourage children to work and cooperate with others whilst developing the knowledge, skills and understanding within subjects.

Leaders have considered findings of the Hart and Risley landmark study (1995) into vocabulary. Key vocabulary has been selected to aid pupils to develop their conceptual understanding and the work of Isabel Beck (Bringing Words to Life*) informed teachers when making this selection. For each geography unit, 2 'concepts' have been chosen to develop pupils' conceptual understanding alongside 4 'key vocabulary' words selected to support subject-specific learning.



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Geography provides a means of exploring, appreciating and understanding the world in which we live and how it has evolved, both naturally and through humans. Geography also explores the relationship between the earth and its people.

Geography offers opportunities to:

- provoke and answer questions about the natural and human worlds, using different scales of enquiry to view them from different perspectives.
- develop knowledge of places and environments throughout the world and an understanding of maps.
- develop a range of investigative and problem-solving skills both inside and outside the classroom.
- provides skills and experiences, readying pupils for adult life and employment.
- focus within the curriculum for understanding and resolving issues about the environment and sustainable development. It is a link between the natural and social sciences.
- study both physical and man-made geography of different societies and cultures.
- inspire pupils to think about their own place in the world, their rights and responsibilities to other people and the environment.

IMPLEMENTATION

The geography curriculum at Bishop Bridgeman aims to embed core knowledge, concepts and skills. Teachers have the expertise necessary to support all pupils in learning the intended curriculum and addressing any gaps in knowledge.

Information is clearly presented to pupils and teachers check understanding effectively and systematically. The curriculum is designed to allow pupils to transfer key knowledge into long term memory by having regular opportunities to revisit learning.

Teachers use ongoing assessment opportunities to check understanding and to inform teaching, for example, by marking in the moment and providing clear and direct feedback at the point of learning. An assessment system (Insight) is also used to analyse data on knowledge, skills and vocabulary for key groups which is then used to inform priorities for leaders.

Teachers have developed knowledge organisers to support pupils in learning the key knowledge as specified within the subject intent for each geography topic as well as linking back to previous learning. Knowledge organisers ensure that the intended knowledge is presented to children in a clearly structured and recognisable way to support long term memory. Teachers plan spaced retrieval tasks so that pupils regularly retrieve knowledge to ensure key concepts are embedded in their long-term memory and they are able to apply them fluently.



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In EYFS geography is taught through the core areas of learning, Mathematics and Understanding of the World. In maths, children are given the opportunities to understand position through words alone, for example, ‘The bag is under the table.’ and to discuss a familiar route. Understanding of the World allows the children to use all their senses, begin to understand the need to respect the environment, draw information on a simple map and also recognise similarities and differences to life in this country to life in other countries. The Natural World also gives the children some understanding of the seasonal changes.

From year one onwards, specific geography topics are taught throughout the year to match the aims set out in the National Curriculum. These topics allow children to develop locational and place knowledge, human and physical geography and skills in fieldwork. They range from different regions of the British Isles to different countries and regions around the world. This allows children to explore and compare local and worldwide environments. During their time at Bishop Bridgeman, children will fully engage with geography lessons and gain a good understanding of the world in which they live.

At Bishop Bridgeman, children are encouraged to discover how physical and man-made features have developed and changed the landscape both locally and further afield and we aim for pupils to be able to make connections between new and existing knowledge.

IMPACT

At Bishop Bridgeman, all children are given equal opportunities to achieve in geography through a well-constructed curriculum. Clear progress is made in line with the national curriculum objectives and children know more, remember more and are able to do more. This is reflected in their work that is consistently of a high quality. Children enjoy experiencing a range of lessons with cross curricular links to many other subjects. They can learn geographical skills from a variety of sources and have the opportunity to explore local physical and man-made features through outdoor activities and organised school trips.

Geography is, essentially, an enquiry based subject and working in this way will help children to build an understanding of natural processes, places and provide a framework of knowledge in which to develop key geographical skills and concepts. This will then support skills and concepts in other areas of the curriculum. Children recognise the importance of geography and how physical and man-made environments influence their lives and the lives of others

Our school aims to support the development of children for their next stage of education or work as well as support all families and the wider community.



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