



# Brindley Heath Academy Geography Policy

## Contents

|   |   |
|---|---|
| 1. Curriculum INTENT.....               | 1 |
| Aims and Values.....                    | 1 |
| 2. Curriculum IMPLEMENTATION .....      | 2 |
| 1. Powerful Knowledge .....             | 2 |
| 2. The Discipline of History .....      | 3 |
| 3. Methods of Enquiry.....              | 4 |
| Resources.....                          | 4 |
| Enriching the curriculum.....           | 4 |
| Meeting the needs of all children ..... | 4 |
| 3. Curriculum IMPACT.....               | 5 |

## 1. Curriculum INTENT

“... inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching 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.”

National Curriculum Purpose of study

“... understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.”

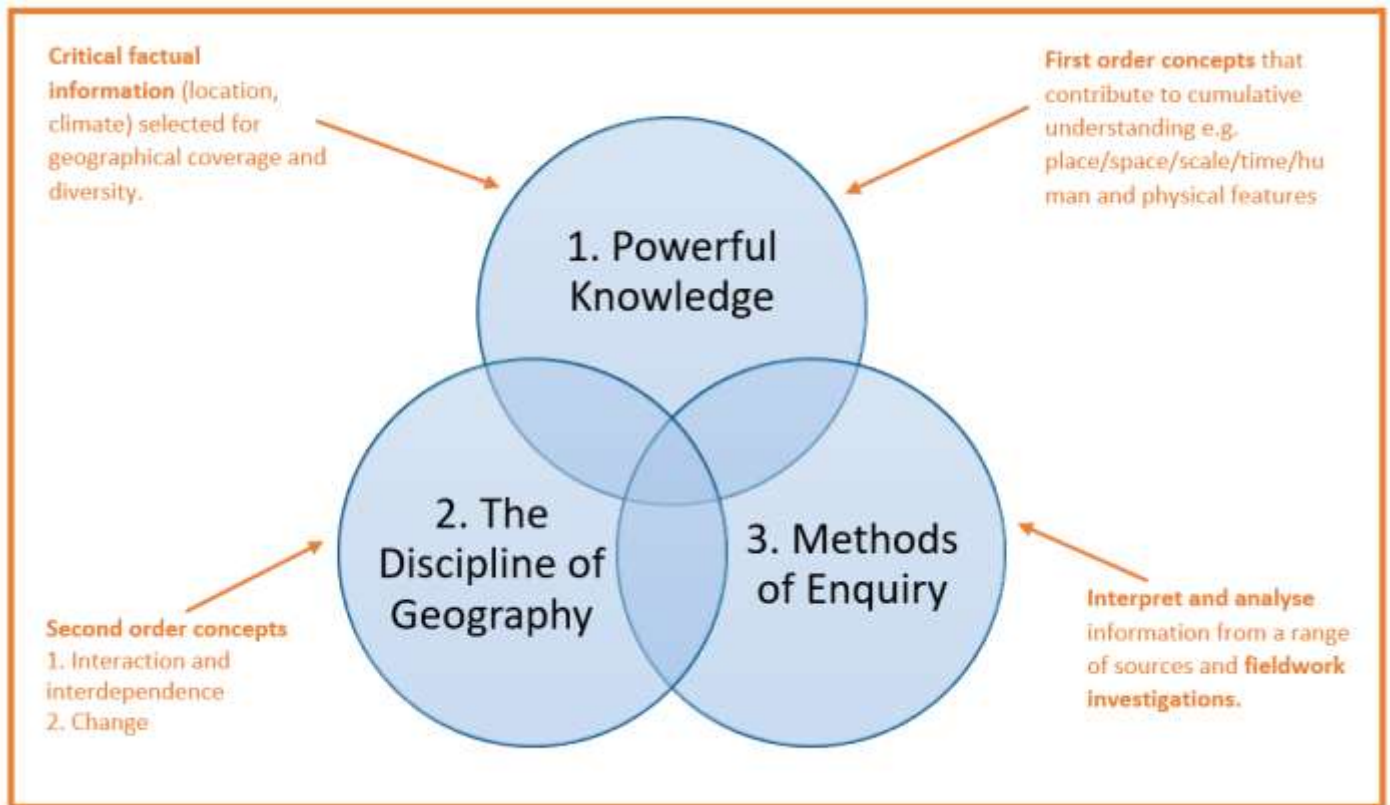
National Curriculum Aims

## Aims and Values

Brindley Heath Academy’s curriculum has been designed to:

- Ensure learners develop secure, powerful knowledge of global places and cultures as well as current issues affecting the future of our planet - **be respectful.**
- Enable learners to work as geographers by examining the human and physical features of our planet and the relationships between them - **be aspirational.**
- Empower learners to explore, compare and analyse a range of sources, including tables, charts, maps, texts and images, to construct their knowledge - **be resilient.**
- Equip learners to select and organise information to produce personal responses to enquiries using precise geographical terms - **be proud.**
- Allow learners to develop and express knowledge and cultural capital, as well as the skills that will enable them to succeed in life - **be you.**

## 2. Curriculum IMPLEMENTATION

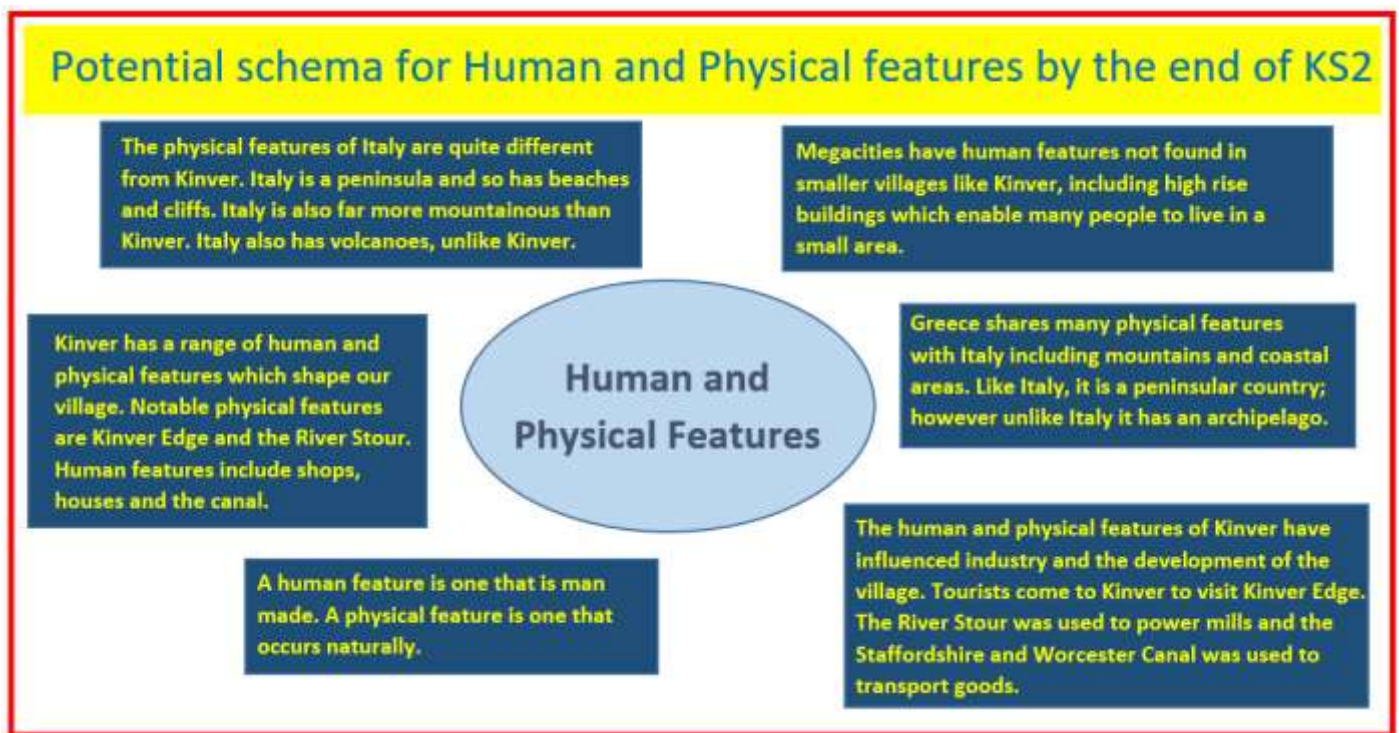


### 1. Powerful Knowledge

- As teachers we need to know and understand the Geography Curriculum as a cohesive whole. We need to be able to make connections to prior and new learning e.g. when the children are learning about the location and scale of Kinver in Year 3, this lays the foundations for the study of locations within Europe (Italy in Year 3 and Greece in Year 5). It is also the foundation for looking at settlements of different sizes, and locations further afield in the Year 4 topic of Megacities . If we can make these connections, then we can ensure the children can too through explicit teaching.
- First order concepts such as place, space, scale, time and human and physical features are threaded throughout the curriculum. When the children revisit these themes over and over again, their understanding deepens and their skills, such as in comparing, evaluating or making generalisations, evolve. These concepts need to be explicitly taught.
- Knowledge of a wide range of locations and cultures is important and our curriculum has been designed to ensure coverage and study of locations in each of the continents: North America (Florida), South America (Brasilia), Europe (Italy, Greece), Asia (Tokyo) Africa (The Congo River Basin) and Australasia (Bushfires in Victoria). Antarctica, although not expressly studied as an enquiry, is covered in the Year 4 topic of Rainforests and Deserts.
- The curriculum is designed to ensure there is a balance across breadth and depth. Sometimes an enquiry or sequence of lessons look at overview, and other times they require an in-depth study of a place or individual story.
- As with other subjects, we need to teach and use vocabulary and abstract terms. They need to be reinforced and returned to over time, and used in sentences to ensure thorough understanding.
- There are several opportunities to relate concepts studied to local geography especially during the Kinver topic in Year 3 where the children examine the features of our local environment, but also in Year 5 where the children look at the source of the River Stour and in Year 6 where the children analyse how our local environment has changed over time. This provides context and relevance for

the children as well as building their knowledge, understanding and connection with their local area.

- Powerful knowledge is the cornerstone of the curriculum and it should be built upon as children progress through school. However, it's not just about memorising facts. Children need to be able to apply their learning to answering deeper questions.



## 2. The Discipline of Geography

- Second order concepts turn content into **problems** for children to get their teeth into - and it is here that children start to think like geographers making connections between people and the environments in which they reside.
- Second order concepts in our curriculum:
  - 1) Interaction and interdependence
  - 2) Change
- Often, the second order concept provides us with the enquiry question. The enquiry question is not a benign question. We need to unpick it with the children and show them how it relates to the second order concept, as well as the knowledge that the children will need to learn and understand.
- As with first order concepts, the children will return to these concepts repeatedly, within a period of study, within a year and across Key Stage 2. This will enable them to engage and understand the concepts in sufficient depth and many contexts so that they become skilful in using these concepts to think like geographers. They become aware of links within the concept which makes answering questions about that concept easier. For example, through the concept of interaction and interdependence the children look at the theme of tourism. They first encounter tourism in the Year 3 topic of Italy, this knowledge is built on later that same year when looking at Florida, but is revisited in Year 5 (Greece) when the children are expected to apply their knowledge of tourism to suggest why people might want to visit Greece. This is then looked at again, in the context of our local area, in Year 6 topic of Change.
- In their final outcomes, children should return to the enquiry question and reach a final conclusion. This must be supported using evidence from their sources.

### 3. Methods of Enquiry

- A range of sources should be used with the children. These will include maps (both digital and printed), data presented in a variety of graphs and charts, photographs, videos and texts. Some types of sources are better for certain topics to allow the children to reach their own conclusions.
- Children should have the opportunity to engage with a range of maps regularly to build on and embed map reading skills including the use of features such as symbols and a key, scale bars, grid references and compass points.
- Children should also have the opportunity to conduct geographical fieldwork once per academic year recording, measuring and observing their local environment.
- There are numerous geography books for the children to read on each of the topics covered.
- Some key institutions are providing useful resources are:
  - [The Geographical Association](#)
  - [The Royal Geographical Society](#)
- School also has a subscription to the digital mapping service [DigiMaps](#)

### Resources

School has a range of up-to-date atlases (both worldwide and UK only). These are stored in the geography cupboard alongside fieldwork equipment such as compasses and clipboards. Each classroom is also equipped with a globe and class set of UK and World maps for quick and regular reference, both during geography lessons, but also at other times to make cross curricular links more easily accessible.

### Enriching the curriculum

The children should go on at least one visit each year to support their learning of a geographical topic. Visits need to be carefully planned to support learning and undertaken at the right point in the learning journey – these will usually take place during the autumn term. Children’s cultural capital is built up systematically overtime through knowledge, experience and well planned visits.

### Meeting the needs of all children

Learning is designed to allow all children to achieve to a high-level by tackling challenging enquiry questions, facilitated through varying levels of support, scaffold and stretch. The SOLO taxonomy progression grids will support staff to plan progressive objectives which deepen over time.

#### Strategies for Support and scaffold:

- recalling, naming, listing and ordering knowledge and facts
- referring to a single source or reduced number of sources
- presenting information through non-text based formats e.g. illustrations, diagrams, tables, oracy
- providing definitions of geographical terms
- pictorial and visual presentation of information
- high-quality, differentiated texts

#### Strategies for stretch:

- encouraging children to justify, argue and evaluate their thoughts in response to enquiry questions
- synthesising information from a range of sources
- Assessing the reliability of sources - what is included? Excluded? Who was it produced for or by?
- comparing place, climate, culture to another
- comparing changes across periods of time

### 3. Curriculum IMPACT

“Progression is knowing more and remembering more of a broad, rigorous curriculum” Tim Jenner HMI and National Lead for History, July 2020.

- Children should be able to explain what they are learning and how this relates to previous learning. For example, a Year 6 child might say “We are learning about the industries in Kinver and how they have changed over time. Tourism is an industry in Kinver which has remained constant for a long time. In Year 3 we learnt about what tourism is and why tourists visit Italy and Florida. In Year 5 we applied our knowledge and came to our own conclusions about what attracted tourists to Greece, noticing that there were lots of similarities with Italy and Florida. This helps me to understand why tourists might visit Kinver but also the impact that tourism has on the economy and daily life in our village and make predictions about the future.”
- Progress will be assessed through Pupil Voice, book looks, learning walks and monitoring of planning.
- A yearly data collection point will support the evaluation and impact of teaching on pupils in geography.

