



## **Blackpool Gateway Academy**

# **Geography POLICY**

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Written by Geography Lead

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*"Learning today for a brighter tomorrow"*

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## **BGA Geography Policy 21/22**

### **Overview**

At Blackpool Gateway Academy, we teach our Geography topics alongside **Key Questions**. Our comprehensive scheme of work has been created to help our staff deliver a very exciting and challenging geography curriculum based on a **Key Question** concept. The scheme of work has been developed to ensure that we have full coverage of the National Curriculum. It follows the programmes of study for each year very carefully and provides the right balance between different aspects of geography, e.g. human and physical geography as well as geographical knowledge, skills and enquiry.

### **INTENT**

At Blackpool Gateway Academy Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. Our curriculum reflects the schools local context by addressing common gaps in knowledge and skills that are consistent with our children. As a result, we are able to address these gaps and ensure that children have the age appropriate knowledge and skills as they progress through the geography curriculum. Our curriculum also revisits different knowledge and skills through different year groups to ensure that learning is not only embedded but it ensures full coverage despite Covid, transition or pupil absence. The geography curriculum at Blackpool Gateway Academy enables children to develop knowledge and skills that are transferable to other curriculum areas and which can and are used to promote their spiritual, moral, social and cultural development. At Blackpool Gateway Academy we recognise the importance of raising children as responsible, curious thinkers who are able to process new information, reflect on it, think critically, and apply knowledge and skills to overcome challenges in our ever-changing world. Understanding both human and physical geography will enable our children to have a better understanding of themselves and the wider society they live in as they grow up to be caring, responsible adults who can influence the future of our planet. Through high quality teaching, we aim to develop the following essential characteristics of geographers



- To stimulate children's interest in their surroundings and develop a knowledge and understanding of the physical and human processes which shape places.
- To provide learning opportunities that enthuse, engage, and motivate children to learn and foster a sense of curiosity and wonder at the beauty of the world around them.
- To make sense of their own surroundings through learning about their own locality and the interaction between people and the environment.
- To develop the geographical skills, knowledge and the vocabulary necessary to carry out effective geographical enquiry.

The curriculum is designed to develop knowledge and skills that are progressive, as well as transferable, throughout their time at Blackpool Gateway Academy, and also to their further education and beyond. Please see the [Geography Progression Document](#) for a detailed overview.

### Nurture

The ongoing work and Ethos of Nurture that supports all children's learning and behaviour at Gateway threads into our Geography policy. All teaching staff will skillfully offer nurture and support where needed to remove barriers to learning.

To offer social and emotional support within the school environment for every child is the most effective way to address any unmet social, emotional and behavioural and mental health needs of children and young people. Through a nurturing experience children become more socially adept, emotionally resilient and self- confident. Encouraging children through nurture also allows them to learn how to engage with their peers and to take pride in their achievements. Consequently, pupils' learning outcomes are more successfully met.

All staff will refer to the Nurture Principles and the **features of effective practice** to support teaching and learning in Geography.



### Teaching Geography to Children with Special Needs

We at Blackpool Gateway Academy provide a broad and balanced curriculum for ALL our children. As a school we are committed to providing a high quality education to all the children living in our local area. We recognise that pupils learn at different rates and there are many factors which can affect their achievement. We produce an inclusive environment and raise the aspirations of and expectations for all pupils with SEN. In Geography we do this through quality first teaching and targeted and focused support, we want all pupils to meet their full potential

### Identification of Gifted and Talented

At Blackpool Gateway Academy, we provide challenges in each Geography topic through our Bronze, Silver and Gold which allows the teacher to identify, plan and assess for those children who show the ability to work at a greater depth.

### Spiritual, moral, social and cultural development

*Spiritual development:* Through helping pupils to recognise the beauty and diversity of the world. A geographical awareness helps children understand their place in the world. Geography provides opportunities for children to learn about sites of wonder, or physical features that they might wish to visit in the future, for example the Grand Canyon.

*Moral development:* Through helping pupils to reflect on how the environment is affected by decisions made by people, so that the children can make informed choices in the future. Through discussion, the children learn to appreciate the moral dilemmas posed by introducing changes to the environment (for example, building a motorway) and the effects this can have on the surrounding area.

*Social development:* Through helping pupils to understand the need to consider the views of others when discussing localities, settlements and the environment. Work on a locality in a less economically developed country provides an opportunity to discuss social issues. Fieldwork encourages collaborative projects, making the most of different strengths and interests within a team.



*Cultural development:* By exploring different settlements, the children can gain knowledge of different cultures, learning tolerance and understanding of their diversity.

### Cultural capital

As part of giving children a broad and rich approach to geography, we provide the children with real life experiences that will give them the knowledge and skills of how to succeed in life, giving them opportunities they may not otherwise be exposed to. In some ways, this can address social disadvantage. Some of these opportunities include:

- Visits from other outside companies throughout the year.
- Various out of school visits where children focus on building and experiencing science knowledge.

We intend for each year group to experience at least 1 geography trip or visitor each year so that they can not only experience geographical fieldwork but can also experience the world outside their own community.

### **IMPLEMENTATION**

At Blackpool Gateway Academy each year group teaches either Geography or History each half term. In total, a year group will teach a total of 3 Geography topics per year. No year group will go more than one half term without teaching Geography .Geography is taught by all teachers at Gateway Academy and planning is completed by teachers and should reflect the knowledge and skills that should be taught in each topic. Teachers are given learning objectives to teach along with key vocabulary and end of year expectations. A full breakdown of knowledge, skills and vocabulary for each year group can be found on the curriculum overview in appendix 1.

### **IMPACT**

Our Geography Curriculum is high quality, well thought out and is planned to demonstrate progression. As such, children progress throughout the school, they develop a deep knowledge, understanding and appreciation of their local area and its place within the wider geographical context. They also acquire and practise the use of geographical skills, knowledge and



vocabulary that is built on each year. This prepares them well as geographers for their next steps of education at secondary school and in adult life.

In addition, we measure the impact of our curriculum through the following methods:

- Book monitoring is carried out by subject leaders and members of SLT
- Pupil voice is collected by the subject lead to give xxxxx
- Lesson walkthroughs are completed by the subject lead and members of SLT

Any actions or improvements required are recorded and acted upon to enable us to provide the best Geography for our children.

### **EYFS**

Geography is taught in reception as an integral part of the topic work covered during the year. We relate the geographical aspects of the children's work to the objectives set out in the Early Years curriculum, which underpin the planning for children aged three to five. Geography makes a significant contribution to the ELG objectives of developing a child's understanding of the world through activities such as finding out about different places and habitats and investigating our locality. A full breakdown of the EYFS progression can be found in the geography whole school curriculum overview.

### **Links with other subjects**

Many of our key questions in Geography help inform the planning of English throughout the school. Where appropriate, we also link in our other foundation subjects such as Science, Art and D.T. At the start of each topic, every class is provided with a resource box that includes displays, vocabulary and cross-curricular reading books for the children.



### **Assessment and Feedback**

Geography falls in line with our Marking and Feedback policy within school. Although writing and presentation may be addressed in books, good Geography feedback should enable the learner to further their Geography learning. This may look different in KS1 and KS2. In each child's book, you will find a knowledge organiser insert with the knowledge, skills, vocabulary, key facts and a glossary which will help their learning in that particular topic. It is the teacher's responsibility to use these knowledge organisers as a teaching tool but also as an assessment sheet.

### **Spiritual, moral, social and cultural development**

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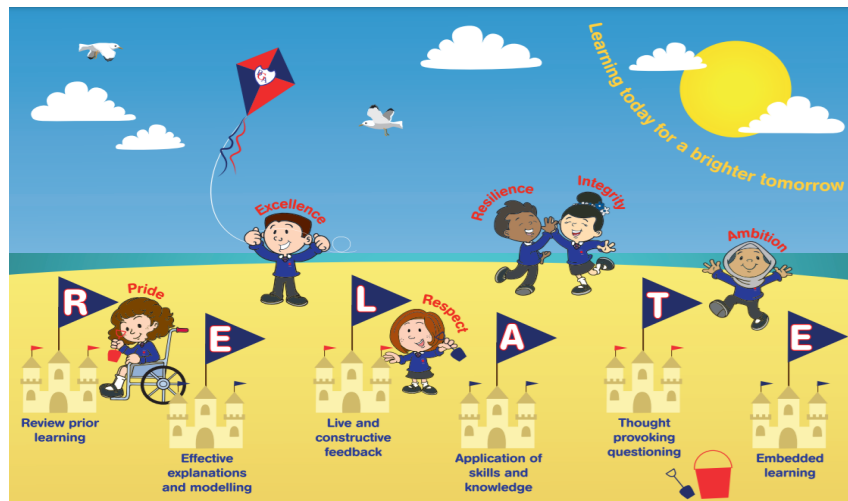
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