



Geography at Bishop's Castle Primary School

Our Curriculum Drivers at Bishop's Castle Primary School

Confident Communicator

Widening Horizons

Growth Mindset

Healthy Body
Healthy Mind

Our Core Values

Ready

Respectful

Safe

We have devised four drivers that run through our school curriculum. They are tailored to our pupil's specific needs and take account of the opportunities and challenges in the context of our school community and our pupils' lives.

What Geography looks like in our school:

- ❖ Opportunities to inspire children's curiosity about the world.
- ❖ A variety of activities and themed days to help children to learn about different countries and their cultures.
- ❖ Children working individually, in pairs and groups to develop key geographical skills focusing on map work, investigating human and physical geography and fieldwork.
- ❖ Exciting geography topics to provide children with the opportunity to explore and investigate the world around them.
- ❖ A well planned 'Progression of Skills' to enable the children to work on and develop new skills in each Year.

This is our philosophy:

- ❖ Children learning through exploring different topics whilst acquiring new skills.
- ❖ Children developing an awareness of where different countries are given the opportunity to find out more about them.
- ❖ To provide children with experiences to help them develop their understanding of different countries and their cultures.

This is the knowledge and understanding gained at each stage:

By the end of EYFS pupils will:

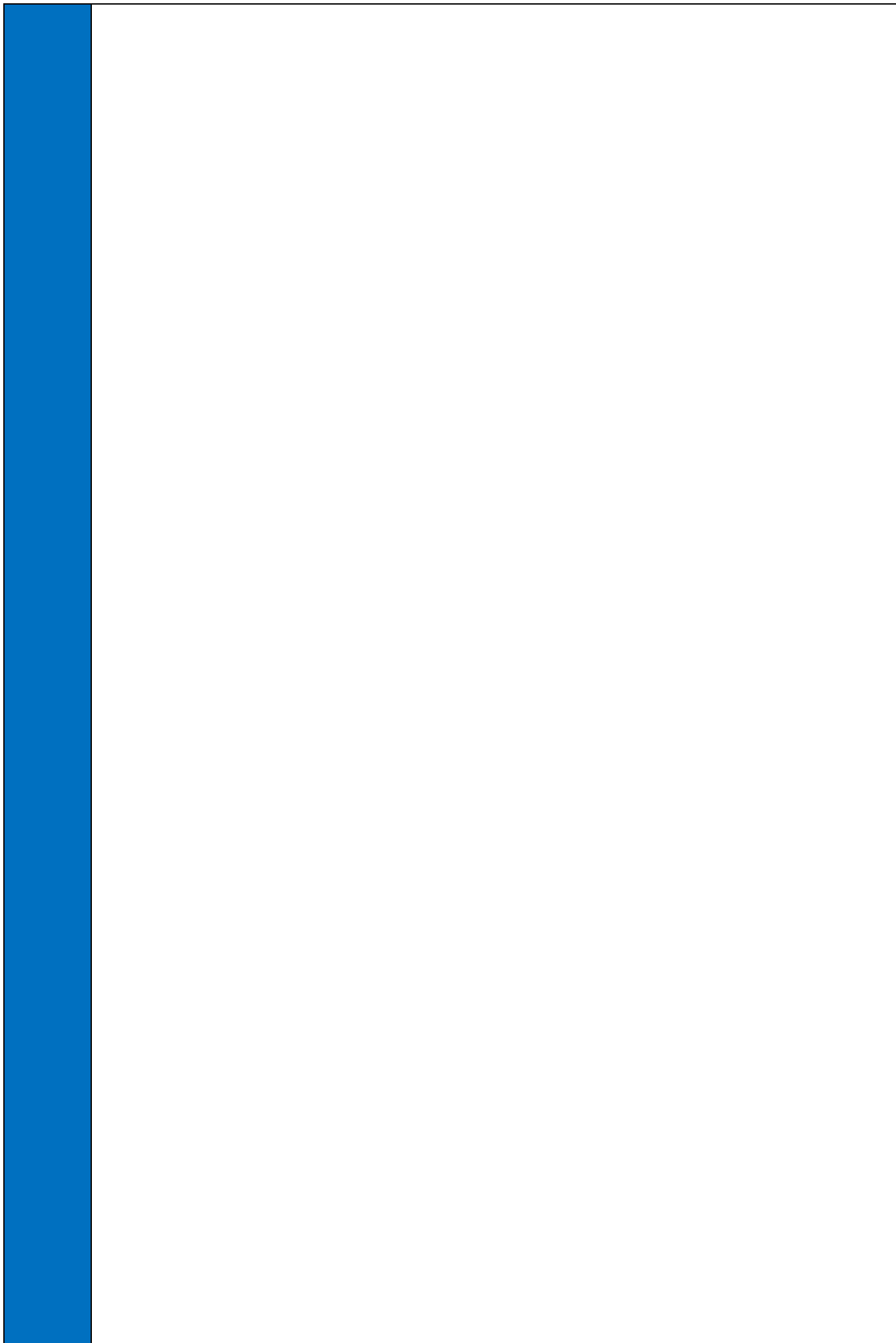
- ❖ Have had an opportunity to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places and the environment.

By the end of Key Stage 1 pupils will:

- ❖ Pupils will begin to develop knowledge about the world, the United Kingdom and their locality.
- ❖ They will understand basic subject-specific vocabulary relating to human and physical geography
- ❖ They will begin to use geographical skills.

By the end of Key Stage 2 pupils will:

- ❖ Pupils will extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.
- ❖ They will learn about the location and characteristics of a range of the world's most significant human and physical features.
- ❖ They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.



This is how it works:

- ❖ Each Year group has different geographical skills to focus on. Each year group has developed their own 'I Can' statements to help assess the children in this area.
- ❖ The children will then progress through the skills as they move up the school.
- ❖ The skills are covered through carefully chosen topics that will enable the children to develop and use that skill.
- ❖ By the time the children leave Year 6, they will have covered a wide range of geographical skills and topics to really get the children engaged and enjoy their learning.
- ❖ There may be a 'hook' to start the topic.
- ❖ All children at Bishop's Castle Primary School will get the opportunity to go on various trips to develop local, regional and global geography experiences.
- ❖ Links with other areas of the curriculum are embraced to provide a more meaningful learning experience.
- ❖ Lessons may be taught discreetly or as a block of lessons.
- ❖ Each half term an extended piece of writing is completed based on the current topic being taught.

This is what adults do:

- ❖ Plan exciting progressive lessons which build on prior knowledge based on teaching a mixture of geographical skills and knowledge.
- ❖ Create a learning environment that supports learning and that engages children's interest in the topic being studied e.g. role play areas, interactive displays.
- ❖ Regular book scrutiny, pupil perceptions and planning audits.
- ❖ Whole school professional development.

This is how we support:

- ❖ Work might be differentiated so that all children are able to meet the learning objective.
- ❖ Small group/1:1 adult support given where required.
- ❖ We use teacher and self-assessment to quickly identify any child who requires additional support in specific areas.
- ❖ These pupils will then receive additional support or resources to use.

This is how we challenge:

- ❖ Lessons will be differentiated.
- ❖ Additional activities to stretch the learning within the lesson.

This is how ensure all children can access the curriculum:

- ❖ Children who have SEN or EAL needs are taught key vocabulary

prior to/at the start of the topic.

- ❖ Seating children alongside good role models to support one another.
- ❖ By providing visual/practical prompts.
- ❖ Teaching lessons using a range of different techniques to appeal to different learning styles e.g. videos, drama, artefacts, texts etc.

This is what you might typically see:

- ❖ Engaged learners.
- ❖ Children posing questions for research.
- ❖ Children focusing on a range of geographical locations.
Recognising the differences between man-made and natural features within the landscape
- ❖ Children developing their map work including understanding the purpose of the map key.
- ❖ Themed days to give the children the opportunity to learn about different countries in a meaningful context. Children sharing their learning with others through contributing to a display.

This is how we know how well our pupils are doing:

- ❖ Lessons are planned based on geographical skills which are specific for each year group.
- ❖ Marking and feedback by teacher and peers.
- ❖ Photographic and video evidence.
- ❖ Displays of work in classes.
- ❖ At the end of each half term, skills are highlighted according to whether a child has demonstrated that they have met a skill.
- ❖ Assessment tracked at the end of each half term and entered onto our assessment tracking system.
- ❖ Book scrutiny, pupil perceptions and planning audits.

This is the impact of the teaching:

- ❖ Children who enjoy geography.
- ❖ Inquisitive learners.
- ❖ Reflective learners.
- ❖ Children who are able to demonstrate a variety of geographical skills.
- ❖ Children who are prepared to share what they've learnt in a variety of ways.
- ❖ Pupils develop detailed knowledge and skills across geography curriculum, as a result achieve well.
- ❖ Pupils with SEND achieve best possible outcomes in Geography.
- ❖ Pupils' work across the geography curriculum is of good quality.

What is Cultural Capital?

Cultural capital can be defined as powerful knowledge. Knowledge that is one of the key ingredients a child will draw upon to be successful in society, their career, and the world of work. Cultural capital gives a child power. It helps them achieve goals, become successful, and rise the social ladder without necessarily having wealth or financial capital. In geography, this powerful knowledge can be split into two categories: powerful subject knowledge and powerful personal knowledge.

Powerful subject knowledge in Geography

- ❖ The Geography National Curriculum
- ❖ The knowledge of the location of globally significant places
- ❖ The knowledge and understanding of key physical and human geographical features of the world
- ❖ Communicate using geographical vocabulary about geographical information in a variety of ways.
- ❖ Understand that countries and their people are often shaped by the places that they live.

Powerful personal knowledge in Geography

- ❖ Visit and understand the local locality
- ❖ Use a range of maps to explore places
- ❖ Want to explore further afield
- ❖ Be part of our global community
- ❖ To feel connected to places and people

SMSC links in Geography at Bishop's Castle Primary School

Spiritual, Moral, Social and Cultural (SMSC) development is the over-arching umbrella that encompasses personal development across the whole curriculum. In Geography at Bishop's Castle Primary School, links to SMSC are made across the geography curriculum and lessons to create a child centred approach to learning geography's knowledge and skills.

Spiritual

- ❖ Students are taught to accept and embrace other countries and cultures.
- ❖ Students are educated on the religious beliefs of the people in countries of the language they are learning.
- ❖ Students are encouraged to be empathetic to the cultures, beliefs and traditions of others and stereotypes are challenged where necessary.

Moral

- ❖ Students are encouraged to show empathy and understanding to others.
- ❖ Stereotypes and intolerance are challenged through understanding about places and countries around the world.

Social

- ❖ Creating a sense of community in lessons
- ❖ Interact with the school community
- ❖ Encourage pupils to recognise and respect social differences and similarities
- ❖ Celebrate success both in and out of school
- ❖ Promoting teamwork throughout lessons
- ❖ Providing peer mentoring opportunities in lessons

Culture

- ❖ Students are encouraged to embrace 'difference' at all stages of their geographical development and accept ideas which may be 'alien' to them, as culturally significant.
- ❖ Students are encouraged to discuss and challenge stereotypes within a national and international context.
- ❖ Media and new technology are encouraged to explore students' interest in language and culture in all aspects of their learning.

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