CANN BRIDGE SCHOOL

Geography Curriculum Policy




Geography Policy

Statement of Intent

At Cann Bridge School, the intent of geography is to provide a holistic understanding of the world while catering to the unique needs of our diverse learners. It aims to go beyond mere memorisation of places on a map, emphasising a deep comprehension of the intricate relationships between people and their environments. Geography at Cann Bridge seeks to foster an appreciation for cultural diversity, promote inclusivity, and empower learners to engage meaningfully within their communities. By encouraging exploration of local surroundings and the broader world, the curriculum aims to enhance learners' knowledge, skills, and awareness, preparing them for active participation in society and fostering a sense of belonging and connection to the global community. Through tailored teaching methods and personalised learning approaches, Geography at Cann Bridge aims to nurture curiosity, stimulate intellectual growth, and promote a lifelong fascination with the world and its people.

"The study of geography is about more than just memorising places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together" - Barack Obama, 2012 National Geographic Bee

At Cann Bridge we understand the importance of providing and promoting a culturally rich curriculum which effectively reflects and teaches equality and cultural diversity. Our bespoke Geography curriculum enables us to effectively achieve this goal. We underpin the teaching of this subject in a creative, multi-sensory way, by efficiently using high quality teaching resources.

Our Learners develop a knowledge and understanding of their local area of Plymouth, Devon and the wider world through practical and fieldwork activities. Many of our learners have families who live abroad, and we enable them to use this rich personal knowledge to share with others and to make connections with our Geography curriculum.

Geography is the study of places and the relationships between people and their environments. We aim to ensure that all of our learners at Cann Bridge school develop the skills needed to participant fully within their community and their environment. We recognise that accessing certain environments can pose huge challenges for our learners. Through a person-centred approach, and working collaboratively with families, guardians and within a wide multi-disciplinary team we aim to overcome barriers by finding and securing sensitive working solutions to ensure wider meaningful access and connections.

From Key Stage 4 and into Post Bridge College, learners will no longer have discrete geography lessons on the Engagement Pathway or Subject-Specific Pathway. Instead learning will focus on applying the skills they have learned into contexts for life and independence using a competency-based approach to learning. Learners will use their Geographical skills in Work Related Learning and functional activities, in order to prepare them to live as independently as possible in adult life. There will be a continued focus on accessing the local communities and wider environments through the Preparing for

Adulthood Curriculum and participating in Duke of Edinburgh and residential learning opportunities, that may also include the Ten Tors Challenge.

Our Geography curriculum is based on the Early Years Framework and the National Curriculum at Key Stages 1, 2 and 3. This underpins our aspirational curriculum and enables all learners to be stretched and challenged and have access to topics studied in mainstream education. The Geography curriculum learning objectives are delivered through one of the curriculum pathways, Engagement Pathway or Subject Specific Pathway. The teaching and learning of Geography build on previous learning in line with the developmental stage of each learner. The learning sessions and learning objectives champion inclusivity through highly personalised differentiated learning and resources.

Implementation

At Cann Bridge School, our geography curriculum is thoughtfully designed to cater to the diverse needs of our learners at different stages of their education. Our approach to Geography aligns with Early Years Framework Standards, Characteristics of Effective Learning, Early Learning Goals, and National Curriculum outcomes, ensuring a well-rounded and enriching geography education for all our learners. For further details, please refer to the provided appendices.

Early Years and Key Stage 1 - Learners develop essential skills through specialist teaching practices, fostering independence and understanding of their surroundings. Geography is integrated into their daily experiences, enhancing their spatial awareness and sensory exploration. The teaching of Geography is primarily discreet learning and through continuous provision, with short bursts of structured teaching both inside and outside of the classroom.

Key Stage 2 and Key Stage 3 - Learners follow either the Engagement Pathway or Subject Specific Pathway, ensuring a tailored approach to their geographical education. The Engagement Pathway emphasises sensory-based learning, encouraging curiosity and exploration through various engaging activities. For learners on the Subject Specific Pathway, geography and history are alternately taught, providing a comprehensive understanding of both subjects.

Key Stage 4 and Key Stage 5 - Learners apply their acquired geographical skills to real-life contexts, preparing them for life after school. This competency-based approach includes practical activities, work-related learning, and developing essential skills for traveling and participating in the community.

National Curriculum

‘A high-quality geography education should 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 natural and human processes.’ Purpose of Study – National Curriculum 2013

The National Curriculum breaks down the Geography Curriculum into the following areas from KS1 to KS3:

- Locational Knowledge
- Place Knowledge
- Human and Physical geography
- Geographical skills and field work

The topics studied in Geography from EYFS through to KS3 aligns with the topics covered in the National Curriculum. The learning objectives and delivery are bespoke to meet the educational and sensory needs of all learners, whether learners are studying Engagement Pathway or Subject Specific Pathway.

Geographical skills and field work is not taught as standalone lessons but is threaded through all of the geography topics throughout the Key Stages.

Curriculum Progression Document

We use detailed Geography Curriculum Progression Documents to monitor individual progress, ensuring consistency and structured delivery across all key stages. This document also outlines the delivery of skills and knowledge during learner's journey through the school.

Impact

The geography curriculum at Cann Bridge School aims to empower learners by deepening their understanding of the world, their locality, home, school, and community. It fosters cultural awareness and environmental knowledge, enabling students to actively participate in their environments and communities, promoting independence and confidence.

Monitoring, Evaluation and Review

To ensure the curriculum's effectiveness, a systematic monitoring and evaluation process is in place. Regular meetings are conducted by the Curriculum Team Leader for Understanding the World, involving the Understanding the World Team and the Subject Lead for Humanities. Learners' progress is tracked using the school summative assessment system, Connecting Steps, which assesses specific learning outcomes related to Early Steps, Engagement Steps and Progression Steps. Ongoing formative assessment is captured as evidence using Evisense. More details of the school assessment processes are outlined in the schools Assessment, Marking, Recording Policy.

The Humanities Subject Lead collaborates with Key Stage Leads to review and adjust the curriculum as needed, enhancing its Intent, Implementation, and Impact. The school also conducts learning walks, recorded lesson observations, and evaluates educational off-site visits to ensure effective teaching and learning. The action plan for Understanding the World is updated termly, guiding the Geography policy and curriculum, which undergoes

annual or more frequent reviews in response to updated subject guidance. This comprehensive monitoring and evaluation process ensures the geography curriculum's continuous improvement and alignment with learners' needs and educational objectives. The Curriculum Policy is reviewed annually.

CANN BRIDGE SCHOOL

Geography Rolling Programme

Year group	Termly Topic		
	Autumn	**Spring**	**Summer**
EYFS	**Geography taught through Understanding the World and Continuous Provision**		
KS1 Year 1	**Place knowledge** Identifying familiar places	**Human and Physical Geography** Plants	**Locational Knowledge** Exploring places in a town
KS1 Year 2	**Human and Physical Geography** Weather	**Place knowledge** India	**Locational knowledge** Exploring the World and maps
KS2 Year 1	**Locational Knowledge** Plymouth and surrounding areas	**Human and Physical Knowledge** Weather and seasons	**Place Knowledge** Kenya
KS2 Year 2	**Locational knowledge** England and its counties	**Human and Physical Geography** Features of the land	**Place knowledge** Peru
KS2 Year 3	**Locational Knowledge** Uk and the seas	**Human and physical Geography** Effects of weather	**Place Knowledge** Antarctica
KS2 Year 4	**Locational knowledge** Continents	**Human and Physical Geography** Habitats	**Place Knowledge** China
KS3 Year 1	**Locational Knowledge** Oceans and Seas	**Human and Physical Geography** Climate Zones	**Place Knowledge** Similarities and differences between UK and Australia
KS3 Year 2	**Locational Knowledge** The World and maps	**Human and Physical Geography** Rivers	**Place Knowledge** Similarities and differences between UK and Russia

Geography Progression of Skills Document

Learners will access this progression document when they are following a subject specific curriculum

The progression of skills focussing on the following areas:

- Physical Geography (Weather and Climate, Other Physical Features and Processes)
- Human Geography (Settlements and Land Use, Economics, Trade and Resources)
- Geography Skills/Fieldwork (World Maps, UK Maps, Local/Regional Maps and Other Secondary Data Sources)
- Fieldwork

Physical Geography

Weather and climate

F	1	2	3	4	5	6
Name the four seasons and begin to describe associated weather	Identify and describe weather associated with the four seasons	Identify and describe weather associated with the four seasons, including understanding a basic weather forecast.		Understand the different climate zones of the world (tropical, temperate, polar), including the significance of the Tropics of Cancer and Capricorn, the Equator and the polar regions		Understand how climate and vegetation are connected in biomes (e.g. the tropical rainforest and the desert).
Record weather daily	Identify that the North and South poles are cold and the equator is hot.	Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles, and make comparisons with local weather		Understand the basic process of global warming, its causes, implications and changes required.		Describe different biomes and how plants and animals are adapted to them
				Identify and study the different climatic regions of UK and Europe.		Explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected.
						Understand and compare the climate of North and South America with the UK

Other Physical Features and Processes

F	1	2	3	4	5	6
Begin to use basic geographical vocabulary to refer to key physical features of the local area and the UK, such as: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.	Begin to use basic geographical vocabulary to refer to key physical features of the local area and the UK, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.	Use basic geographical vocabulary to refer to key physical features of the local area, the UK and a contrasting non-European locality, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather	Describe and understand key aspects of volcano formation, the process of volcanic eruptions, the different types of volcanoes and their physical effects on the environment.	Identify, describe and understand key physical features of the continent of Europe, including the UK (e.g. coasts, rivers, mountainous regions, planes, semi-desert etc)	Describe and explain the water cycle.	
			Describe and understand key aspects of mountain formation	Describe and understand the causes, processes and effects of Earthquakes and Tsunamis, the different types of earthquakes and their physical effects on the environment, including a focus study on particular Earthquake and/or Tsunami.	Describe and explain river formation and key features of river systems.	
					Identify and describe coastal and mountain features of the UK	

Human Geography

Settlements and Land Use

F	1	2	3	4	5	6
Begin to use basic geographical vocabulary to refer to key human features of the local area and the UK, including town, city, country, capital, road, street, shops, etc	Begin to use basic geographical vocabulary to refer to key human features of the local area and the UK, including city, town, village, factory, farm, house, office, port, harbour and shop	Use basic geographical vocabulary to refer to key human features of the local area, the UK and a contrasting non-European locality, including city, town, village, factory, farm, house, office, port, harbour and shop.	Describe, understand and distinguish between key types of settlement and land use (hamlet, village, town, city, conurbation, rural, urban, suburban)	Understand the effect of climate on land use and settlements in different areas of the world, including different European countries	Describe and explain how some UK settlements have developed and changed over time, and why certain locations are more favourable than others.	Describe and explain changing land use in North and South America, including the Amazon rainforest.
	Compare the town and countryside.		To describe and understand the effect of volcanoes on settlements and land use.	Identify some European cities and settlements		Understand what life is like in cities, villages and other settlements of North and South America.
			Understand land use of the local area.			

Economics, Trade and Resources

F	1	2	3	4	5	6
Recognise the shops and enterprises in the locality, including being aware of their branding/names					Use physical and political maps, atlases, globes, Google Maps and Google Earth to locate and describe major imports and exports, including those of the UK	Understand how food production is influenced by climate and biomes
					Understand fairtrade	
					Understand global supply chains.	
					Understand highest value exports	

Locational Knowledge

World Maps

F	1	2	3	4	5	6
Locate chosen country/countries of parental heritage on globes/maps.	Draw and locate the locations of continents and oceans on globes and world maps or atlases.	Draw and locate the locations of continents, countries and oceans on globes and world maps or atlases.	Use maps, atlases, globes, Google Maps and Google Earth to locate mountains, mountain ranges, volcanoes (in relation to tectonic plates) and different settlements of the world.	Use maps, atlases, globes, Google Maps and Google Earth to locate and describe European countries and their human/physical features, climate zones of Europe and the wider world, and major Earthquake zones	Use physical and political maps, atlases, globes, Google Maps and Google Earth to locate and describe studied human and physical features, including major rivers and their corresponding countries and cities, major industries, imports and exports	Use physical and political maps, atlases, globes, Google Maps/Earth to locate and describe studied human/physical features of North/South America, including countries, land use, settlements, mountains, coasts, seas, lakes, rivers, climate & temp
To identify the land and sea on world globes/maps						

UK Maps

F	1	2	3	4	5	6
Locate London on simple maps.	Draw and locate the four countries of the UK and their capital cities a on a UK map or atlas.	Draw and locate the four countries of the UK, their capital cities, some of other major cities and the surrounding seas on a UK map or atlas, using the four main compass directions.	Use the eight points of a compass, four figure grid references, paper maps, Google Maps, Google Earth, symbols and keys (including the use of Ordnance Survey maps) to locate and describe human and geographical features studied, including different types of settlement and extinct UK volcanoes, mountains and mountain ranges.	Use the eight points of a compass, four figure grid references, paper maps, Google Maps, Google Earth, symbols and keys (including the use of Ordnance Survey maps) to locate and describe human and geographical features studied, including rivers, mountains, hills, towns and cities, landmarks and varied climates.	Use the eight points of a compass, six figure grid references, maps, Google Maps/Earth, symbols and keys (inc. the use of OS maps) to locate/describe geographical features studied, including the placement of UK settlements in relation to geographical features such as rivers, mountains & coastlines, imports and exports	Use the eight points of a compass, six figure grid references, maps, symbols and keys (including the use of Ordnance Survey maps) to identify and describe human and physical features of a region of the UK when comparing with regions of North and South America.

Local/Regional Maps and Other Secondary Data Sources

F	1	2	3	4	5	6
Begin to use simple locational/directional language (e.g. near, far, up, down, left, right, forwards and backwards) to describe the location of features on a local map and to move around the school.	Begin to use simple locational/directional language (e.g. near, far, up, down, left, right, forwards and backwards) and the four main compass directions (North, South, East and West) to describe the location of features on a local map and to move around school. Construct simple plans with support.	Use simple locational/directional language and the four main compass directions (North, South, East and West) to describe the location of features on a local map, and follow/create a route in the local area. Construct simple maps.	Use the 8 points of a compass, 4-figure grid references, maps, symbols and keys (including the use of OS maps) to describe local geographical features and follow/create a route in the local area/school; compare different types of local map. Construct detailed plans	Use the 8 points of a compass, 4-figure grid references, maps with keys (inc. the use of Ordnance Survey maps) and Google Maps/Earth to describe geographical features of a UK and European location and create a tourist route. Create detailed maps	Use locational/directional language, the 8 points of a compass, 6-figure grid references, maps with keys (inc. the use of OS maps) and Google Maps/Earth to identify and describe changing local land use over time. Create detailed maps and label physical features	Use the eight points of a compass, six figure grid references, maps with keys and Google Maps/ Earth to describe geographical features of locations in North/South America and create a tourist route. Create detailed maps and label human features.
	Use aerial images to recognise basic and human physical features	Use aerial images to recognise basic physical and human features	Use aerial images and age-appropriate graphs to acquire and discuss geographical information	Use aerial images and age-appropriate graphs to acquire and discuss geographical information.	Use aerial images and age-appropriate graphs to acquire and discuss geographical information	Use aerial images and age-appropriate graphs to acquire and discuss geographical information

Fieldwork

F	1	2	3	4	5	6
Begin to use observational skills to draw simple plans and routes around their classroom, school, and local area.	Begin to use simple fieldwork and observational skills to study the geography of the classroom and local area (e.g. note taking, videoing, taking photos, data collection, sketches, observations, and labelled maps and photos of roads, parks, nature spots, rivers, shops and buildings).	Use simple fieldwork and observational skills to study the human and physical geography of the school, its grounds and the local area (e.g. note taking, videoing, taking photos, data collection, sketches, observations and labelled maps and photos of: roads, parks, nature spots, rivers, shops and buildings), suggesting reasons for the causes of similarities and differences.	Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including interviews with locals, annotated sketch maps, plans and graphs, and digital technologies.		Use fieldwork to observe, record, present and explain information about the changing locality using a range of graphs and written media, including interviews with locals, population data, use of land in the school locality (e.g. classification oof buildings into residential, commercial, industry, leisure, public buildings etc), and comparisons with old maps and photographs.	
Make simple models of the locality		Carry out a simple survey of the school or local area (e.g. weather, traffic)			Use fieldwork to study and present information about a local river; create a working river and observe the physical processes involved.	
Take photos of buildings and places in school and locality (e.g. build a scene).						