



Geography Policy – Key Stage one and above.

Ratifying Committee	Curriculum & Standards Committee
Date	June 2025
Review	Annually

School Vision

At The Bridge School, the Geography curriculum focuses on pupils' exploring and developing understanding of their own locality. We encourage pupils to explore and make sense of the physical and manmade world around them, to understand its people, places and environments and the interactions between them.

Our Geography curriculum is supported by strong cross curricular links and is taught throughout the day as pupils move between environments around school and within the community. Pupils have access to a wide range of motivating and engaging multi-sensory activities to facilitate their learning and develop their knowledge and confidence in interacting with the world around them. Pupils are also exposed to environments outside of their immediate locality, allowing them to compare geographical features.

Within all geography lessons, pupils consistently have opportunities to extend their learning. Practitioners provide differentiated support to promote the development of geographical skills and scaffold pupils' next steps. Pupils are motivated to use their skills, preparing them for interactions in the community in later life, e.g. identifying familiar people and places, knowledge of transport and interacting with objects purposefully.

At The Bridge School, we use bespoke, sequenced, small-step descriptors that outline the key knowledge and skills within Geography. These descriptors provide an easy to use, aspirational framework that ensures all pupils make progress in what they know, what they can do and what they can remember.

Across all subjects and at all key stages, the overall intent is that the pupil engages, achieves, and makes the most personal progress they can over time to enable them to have the most fulfilling, enjoyable, and independent life possible.

Intent

Overall intent

At all key stages, the overall intent is that each pupil engages, achieves, and makes the most personal progress they can over time to enable them to have the most fulfilling, enjoyable, and independent life possible.

The school has mapped out:

- the intended progression of fundamental key skills and knowledge for pupils working at below pre-key stage standards that are pre-subject specific. School defines this as working at the level of Early Development (ED). The Geography planned units of work provide a context/theme for pupils to engage in learning and to achieve pre subject cross-curricular specific skills and knowledge/targeted outcomes linked to EHCP set with parents/carers and from any advice from other professionals.
- the progression/intended sequence of learning of early foundational skills and knowledge including linked key vocabulary and concepts for Geography working towards the NC

programmes of study (Appendix A), defined as Subject Specific (SS). Subject specific descriptors link to the following EYFS Curriculum areas :-

- Understanding the World
- Communication and Language (Speaking/Listening and Attention/Understanding)
- Maths (Shape and Measure)
- Personal Social and Emotional Development (Building Relationships and Managing Self) and
- Expressive Arts (Being Imaginative and Expressive/Creating with Materials)

Early Development (ED) and Subject Specific (SS) descriptors are detailed on our online assessment system – Onwards and Upwards, and within the Curriculum Booklet – T:\Bridge\Bridge K Drive\POLICIES & DOCUMENTS\A SCHOOL SUBJECT POLICIES\Curriculum Progression Booklet.

The lead adult may need to break steps down into smaller step or add or widen.

For each pupil their next step will be based on their assessed previous skills and knowledge rather than for their age or year group- it will be highly personalised. Due to the particular special needs of an individual pupil, some pupils may not have an even profile and steps may be broken down and further personalised. The curriculum provides the opportunity for pupils to access a broad and balanced curriculum at a differentiated level meeting statutory requirements.

The following form the foundation of all delivery:

- engagement and enjoyment
- communication and understanding
- personal and social development including increasing awareness of self, their own emotions and relationships with others.
- independence including life-skills

Progress within the Curriculum

- For our pupils, progression is not necessarily only movement up a ladder of skills and knowledge. Lateral progression is also important in being able to apply the skills and knowledge e.g. to different contexts, situations, with different people, in different environments.
- Retention of the foundation fundamental learned skills and knowledge to embed into the long-term memory is also important- to know more and remember more. Key targeted areas link to the 12 month outcomes in the annual review set with parents/carers.

Implementation

- Geography is taught throughout the year and each day as part of everyday routines and experiences linked to the pupils physical and social links in school. This forms an essential part of the learning linked to Geography. For example, pupils:
 - experiencing, tolerating and accepting different places in their lives

- use of mobility cues to indicate own movement
- associating people and objects to places through routine everyday experiences
- building associations of objects, photographs or symbols of reference to places
- learning to understand and use vocabulary linked to places in own environment at home and school and beyond
- learning about roles and functions linked to people and places
- experiencing the environment first-hand including weather and places on a day to day basis with modelling of language and concepts by adults

Much of everyday life can be used to support the early foundational knowledge and skills

- Taught as specific subject with a rolling programme of units (enabling mixed year classes to support classes with appropriate groupings and friendships) (Appendix B) enabling the lead adult to plan a lesson or sequence of lessons to:
 - Support engagement in learning
 - Consolidate existing skills and knowledge to retain them and embed in the long-term memory.
 - Work on the next steps (understanding for some pupils this can be an uneven profile linked to their SEN's) and break steps down further if needed.
 - For some pupils exposing them to the foundations of higher skills as pupils may have particular strengths or motivations and it may lay foundations for later learning.
 - Work on the application of the skills and knowledge e.g. using in a different context, with different materials, with different people or applying within a different task.
 - Work on early underpinning foundational knowledge that build into different types of knowledge (e.g. substantive and disciplinary - see Appendix C)
- The key aspects in Geography will build in a progressive way pupils understanding linked to:
 - cross curricular knowledge and skills for pupils who are working at pre-subject specific.
 - Work on specific locations in own environments and within own environments.
 - Place knowledge
 - Weather
 - Vocabulary and concepts and experiences linked to physical geography
 - Vocabulary and concepts and experiences linked to human geography
 - Geographical skills e.g. finding places (objects/photos/symbols/ instructional language), directional language, maps etc
 - Knowledge and experience of places outside of immediate area within the locality
 - Knowledge and experience of places outside of the immediate locality,
 - Work in Geography enable skills to be worked on specific locations (starting from own familiar places), place knowledge, human and physical geography (including weather and basic vocabulary) and geographical skills (e.g. finding places, directional language, maps etc).
- Geography lessons can also have a section targeted on specific Geography knowledge and skills, if needed, that may not be covered in the current unit based on teach
- Geography skills can also be consolidated in delivery through other subjects- strong links to Writing and Design and Technology skills.
- High quality teaching with engagement strategies outlined in Support Plans and EHCP outcomes, communication systems and integration of therapy advice where relevant.

- Time in a lesson if required to target and consolidate a specific skill, this may include a skill covered in a previous unit that may be learned or mastered with continued repetition but not covered in the current unit.
- Correct modelling by staff and the addressing of any misconceptions linked to Geography.
- Exciting, motivating and varied content to support engagement with opportunities taken to enhance cultural capital within curriculum delivery in school and out of school when possible.
- There are planned work packs to support remote learning and the Lead adult of the class can provide specific work linked to the pupil and skills as needed.
- Primary and Secondary phase have a coordinator that is linked to the Geography curriculum. EYFS has a coordinator for the linked area of the EYFS curriculum. The Primary and Secondary phase coordinators alongside the Heads of Phase (who oversee the phase curriculum)- See Appendix D for roles and responsibilities
- Some pupils may have specific needs that need to be carefully considered and planned for to support their access the Geography curriculum, for example, physical disabilities, sensory impairment or sensory issues such as tactile defensiveness. Through the planning and delivery process the coordinator may need to consider the following:
 - Alternative access e.g. use of software programmes
 - Use of adapted tools
 - Providing opportunities to participate and engage with adult support to ensure pupil has access to any relevant curriculum opportunities based on prior assessment
 - Alternative Geography activities to work

Time Allocations:

The over-riding priority will be the overall intent for a pupil.

- There is no specific time allocation given by the DFE
- Geography is part of all pupils everyday life.
- In KS1 -KS3 (including specialist sensory classes) a set lesson is taught for a term (this is in rotation with set History/Geography lessons).
- In KS4 Geography is taught within Cultural Studies. Pupils also as part of increasing life skills access community more often.

Resources

The Subject Co-Ordinator will be able to advise staff on resources in school and where to locate them. This includes on-line resources, unit resource boxes, detailed medium term planning, shared PowerPoints. Further shared planning and shared resource making is encouraged with the proviso that the teacher is clear for their individual pupils what they want them to learn/next steps and the planned lesson enable this learning to take place. All of these structures reduce teacher workload.

Training of staff

For new staff, there will be some essential initial training priorities e.g. Safeguarding/ Prevent, Fire and Health and Safety, Safer feeding, Safer Positioning, Moving and Handling etc. New staff induction year also prioritises underpinning skills and knowledge e.g. linked to communication and understanding and also the school ethos and values. The Lead adult will support new and existing staff in understanding the pupils work tasks and expected learning/ access for the pupils staff are working with. The Lead adult may provide some wider training on skills and knowledge relevant to the class and pupil. Staff will during their induction period and for staff on an on-going basis have training in subject knowledge. Subject training packs are completed (or in process of being amended) for staff to access. Staff can access with personal work devices. Further training is prioritised through self-review process.

Health and Safety

Staff should work in accordance with the School Health and Safety Policy and risk assessments.

- Lead adults alongside all staff are responsible for checking that there are no obvious breaches of Health and Safety Guidelines. Class teachers will take into account pupils individual risk assessments and their ability level when planning use of tools and equipment. Staff to assess hazards and risks specific to individual pupils pupil.
- Lead staff member will take into account pupils individual risk assessments and their ability level when planning use of tools and equipment and assess hazards and risks specific to individual pupils' pupil.
- All staff will dynamically risk assess throughout delivery and seek advice or stop if they have concerns.
- Risk assessments in relation to equipment will be followed but with an understanding that the risks for each pupil in relation to pupil's individual profile need to be dynamically risk assessed.
- Visits risk assessments need to be completed and agreed.
- Lead adult needs to ensure that COSSH assessments have been carried out and known for materials use- see Health and Safety Support Assistant
- Electrical item checks should be carried out as per risk assessment. Visual checks on equipment and the environments for safety before use
- Lead adult ensures assessments are compiled and followed for all visits and permission has been granted.
- All health guidelines are followed when handling substances that could be harmful to health.
- Sensory rooms are used appropriately and guidelines followed.
- All pupils are aware of safety issues when using accessing equipment – at a level appropriate to their learning needs and understanding.
- All staff understand hazards and risks when using tools and equipment

Impact

The aspiration for all pupils who attend the Bridge School is they achieve their potential in all aspects of their development. All pupils who attend the Bridge School, have severe/ profound learning difficulties. Many pupils have additional needs such as autism, physical disabilities, sensory impairments, complex medical needs etc. We work in a determined way to ensure that all pupils can achieve the most they can.

The outcome of the curriculum is highly individual. All achievement and progress is celebrated. Progress for our pupils can be demonstrated by:

- Pupils making progress towards/achieving their intended outcomes set with parents/carers for 12 months within the EHCP annual meetings. These outcomes are informed by any relevant professionals working with the pupils.
- Pupils making progress towards outcomes when reviewed in 6 month review meetings with parents/carers.
- Pupils making progress/achieving in the Geography curriculum planned by teachers either demonstrating pre subject cross curricular skills and knowledge or subject specific skills and knowledge. Progress and achievement in all subjects are within reports to parents in either EHCP (Annual Review) report or annual Curriculum report.
- Achieving external accreditation for secondary aged pupils e.g. OCR accreditation.
- Using existing skills in a wider range of contexts.
- Supported transition within, in and out of the setting.

NB

- *Please note that the intended skills and knowledge are on school tracking documents and may have been updated. If there have been any revisions this will be updated in this policy when it is reviewed annually.*
- This policy is set alongside the Curriculum (Key Stage One and above policy), Teaching and Learning Policy, Engagement Policy, Planning Assessment and Reporting Policy (EYFS / Primary / Secondary) and subject curriculum policies.

Appendix A

The Bridge skills and knowledge curriculum leads towards the skills and knowledge progression outlined in the National Curriculum below.

The national curriculum for Geography aims for all pupils

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- 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.
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

Attainment targets for National Curriculum

Key stage 1- Pupils should be taught to:

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Locational knowledge

- name and locate the world's 7 continents and 5 oceans
- name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to:
 - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
 - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment

Appendix B

The rolling programme of units provide an enriching context for pupils to be engaged, extend their motivation and enjoyment, new experiences whilst working on retention and application of skills and knowledge and also to progress to next steps. It is designed to reduce teacher workload. key remains that when using the units to support delivery the lead adult is clear on the learning in the lesson or series of lessons for each pupil is and that the unit content can be adapted as the priority is the targeted learning for the pupils in the class.

Rolling Programme of Geography Units

KS1 Geography	
Programme 1	United Kingdom
Programme 2	The Locality of the School

KS2 Geography	
Programme 1	Holidays- The Coast
Programme 2	The Locality of the School
Programme 3	United Kingdom
Programme 4	The Locality of the School; Within and Around Our School

KS3 Geography	
Programme 1	Holidays – the coast
Programme 2	The Locality of the School; Within and Around Our School
Programme 3	United Kingdom

Each unit will be able to cover:

- The weather
- Transport
- Relevant geographical features such as coasts, rivers, lakes, seas, mountains etc
- Relevant places e.g. farms, parks, towns, shops, capital cities.

The units will have multi-sensory activities for all and to meet the non-subject specific intent

The teacher will select activities based on the intent for each pupil/ groups of pupils and this will guide their selection of activities for a lesson or series of lessons. The knowledge vocabulary is set out linked to the subject. Pupils can work on geographical enquiry skills.

The personal geography about their own environment is taught throughout the day.

Key Stage 4 (Cultural Studies)

History is taught throughout the school day everyday linked to each pupil's now, next and recent past and is based on the progressive skills and knowledge within each area of the curriculum.

Geography is taught throughout the school day linked to each pupil's personal geography in school and includes integrated work on the weather.

RE curriculum has very close connectivity to PSHE in the curriculum intent that is outlined. In addition, the pupils access the festivals throughout the year.

Key Stage 4 study focusses on places that our pupils may have been in the past or go to in the future and links to life and cultures now to support their future lives including experiencing diverse cultures. In all programmes, it can cover homes, leisure, transport, food, famous cities including capital cities, places of worship.

Programme 1	USA	France
Programme 2	Italy	Spain

Each unit, can dependent on the curriculum intent for a pupil or group of pupils cover:

- The weather
- Places and religious customs
- Transport
- Relevant geographical features such as coasts, rivers, lakes, seas, mountains etc
- Relevant places e.g. farms, parks, towns, shops, capital cities.
- Food
- Clothes
- For some pupils it may extend to simple maps/flags

The units will have multi-sensory activities for all and to meet the non-subject specific intent. The teacher will select activities based on the intent for each pupil/ groups of pupils and this will guide

their selection of activities for a lesson or series of lessons. The knowledge vocabulary is set out linked to the subject. Pupils can work on geographical enquiry skills.

Specialist classes

The Head of specialist classes and the linked teachers will select a theme being covered in the main school Primary or Secondary Phase. This will enable some shared participation if this is planned for specific pupils. The Head of Phase will track the themes chosen over time. The theme is a context for delivering the intent of the curriculum and themes may be revisited based on engagement.

Appendix C

Different types of knowledge- examples and context of the Bridge School

Substantive knowledge. This is about learning established facts. For pupils with severe and profound learning difficulties this may be pupils understanding core words and concepts linked to the subject, e.g. knowing names and features of places, identifying landforms, natural processes, weather and climate.

Disciplinary knowledge. This relates to individual's understanding of subject matter concepts and how these concepts relate to form a larger body of knowledge. This requires an understanding of how substantive knowledge is gained. At the earliest level it may involve, asking geographical questions, interpreting maps, photographs and symbols, and making comparisons (exploring similarities and differences).

Appendix D

Roles and responsibilities

Geography Co-ordinator

- Ensure that the curriculum meets the statutory requirements
- Ensure the rolling programme provides coverage of the key aspects required
- Ensure the planned units are reviewed prior to delivery in relation to the breadth of ability, the special educational needs of pupils in relation to their access to the curriculum, any progression in technology/research and any internal data.
- Review the intended skills and knowledge progression in relation to any changes to the school population, research, advice from professionals and teacher/parent/carer feedback.
- Ensure that they are professionally up to date in their subject area including self-identifying required training opportunities.
- Provide training for teachers and support staff including highlighting any common misconceptions.
- Liaise with the schools ECF coordinator/mentor to provide training and support for newly qualified teachers.
- Liaise with Head of Phase to support new teachers.

- Work with whole school assessment coordinator on internal moderation.
- Work with Heads of Phase on use of curriculum coordinator time to observe practice and carry out deep dives in Geography
- Ensure that the unit delivery is well resourced including online shared resources.
- Complete annual self-evaluation reviews to inform whole school improvement planning.
- Liaise with the EYFS coordinator for the linked area of the curriculum.
- Design and deliver training to parents/carers as part any agreed parent offer.

Teachers

Ensure that they have current subject knowledge to effectively teach their designated group of pupils.

- Ensure that they follow the medium-term planning for Geography and liaise with subject coordinators over any content or specific resources.
- Ensure they differentiate the Geography curriculum in the units of work and set appropriate unit objectives/lesson targets in line with pupils assessed levels and the intended skills and knowledge.
- Extends unit content/context for their designated group of pupils if necessary and feeds back to the Geography coordinator.
- Ensure that Geography work in other subjects links to the pupils assessed level of skills and knowledge.
- Ensure that they contact coordinators or Heads of Phase for any specific advice or to ask questions.
- Ensure they assist their support staff in their understanding of the Geography curriculum and their subject knowledge.
- Complete assessment, recording and reporting in relation to whole school policy.

HLTA's

If this is the area of curriculum they are planning- work as above in liaison and with support of class teacher.

Support staff:

- Engage with training and self-identify if they require further training, advice and support in relation to the delivery of Geography to their designated group of pupils.
- Implement the teacher/HLTA planning and direction and follow the whole school policy on assessment.
- Effectively support the pupils to access the curriculum
- Make accurate observations and feedback on learning to inform next steps. Complete assessment, recording and reporting in relation to whole school policy.

Governors:

- Task the head teacher (via the Geography Co-ordinator) to ensure that the curriculum being taught meets statutory standards.

- Review the Geography Policy by asking challenging questions to ensure that delivery matches the school's ethos and aims, inclusion for all, progression pathway and assessment shows pupil progress.
- Monitor the Geography aspect of the SIP to ensure tasks are completed.