



Geography Curriculum Overview

Geography is a subject which helps us to better understand the world's people, places and environments, and the interactions between them. Geography also helps us understand how and why places are changing, and to better imagine, predict and work towards, likely and preferred futures. Underpinning all of this is a strong spatial component that deepens our understanding of what places are like, why and how they are connected, and the importance of location. Geography is an enquiry led subject that seeks answers to fundamental questions such as: Where is this place? What is it like, and why? How and why is it changing? How does this place compare with other places? How and why are places connected? Geographers don't just answer questions but also ask and debate them: What could/should the world be like in the future? What can we do to influence change? It is important that we use real places, real experiences and real issues to make the geography 'come alive'.

"The truth is: the natural world is changing. And we are totally dependent on that world. It provides our food, water and air. It is the most precious thing we have and we need to defend it." David Attenborough

Our curriculum intent

Our Geography curriculum will enable pupils to develop:

- A knowledge of where places are and what they are like
- An understanding of the processes that give rise to key physical and human geographical features of the world and how these are interdependent and interconnected
- A curiosity to find out about the world and the people who live there
- Fluency in collecting, analysing and communicating with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- The ability to interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- The ability to communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.
- The ability to express their opinions about current and contemporary issues in society and the environment.

Our curriculum approach - Knowing and remembering more

We believe that the Geography curriculum we offer at Bradley Green is exceptional. It enhances the children's knowledge and understanding of people, places and the world. We have a detailed and well-sequenced curriculum with built in retrieval activities to enable the children to know and remember more. Our curriculum challenges misconceptions and makes links to previous and future learning.

Our curriculum is designed so that key concepts are revisited within and across year groups so that children can relate information and ideas to each other and make sense of them.

Key concepts:

- Place
- Interdependence
- Physical and human processes
- Environmental interaction
- Sustainable development
- Cultural understanding and diversity

We have weaved progressive fieldwork activities into our Geography curriculum so that the children have many opportunities to master these skills.

Trips and visits

Our Geography curriculum ensures that our children are given lots of opportunities for Geography to be brought alive. This includes trips to the seaside, recycling centres and around our local area. Children are able to see first hand what they are learning in the classroom.

Sustainability

The sustainable Development Goals were adopted by the United Nations as a universal call to end poverty, protect the planet and ensure that by 2030 all people enjoy peace and prosperity.

We have carefully considered our curriculum content so that relevant real world and local issues surrounding social, economic and environmental sustainability are at the heart of learning. We are passionate that our approach encourages and motivates our children to play an active role in their communities and the world.

Geography at Bradley Green exceeds the aims of the National Curriculum and this is through the development of children's cultural capital as they learn about their own culture and that of others. They have opportunities to create their own lines of enquiries and every child at Bradley Green knows and believes that they can make a difference.

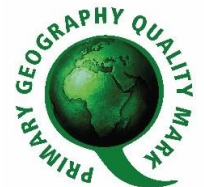
Forest School

We are proud to have 2 qualified forest school leaders. Forest school is taught in the Early Years on a weekly basis. The children take the lead in their own learning and explore the outdoors. The sessions support fundamental outdoor skills, risk taking, team work and resilience.

Forest school is also an extra-curricular activity where children from Key Stage 1 and 2 are able to attend on a weekly basis.



Primary Geography Quality Mark



As a school, we are extremely proud to have been awarded silver in September 2023. Here is our feedback:

"A clear vision for geography is evident in the subject statement of intent. The curriculum map outlines a thematic structure with strong links to the requirements of the National Curriculum. There are useful planning documents which set out the expectations for children and for staff, with a range of topics that cover some big geographical concepts, including place, processes, scale and interdependence. Misconceptions are signposted for staff awareness.

There are many examples of how pupils are challenged to find out about their local area, from Year 2 investigating the use of public transport to Year 6 setting up their own enquiries to look into energy use. Pupils develop their independent learning through researching and taking part in debates and campaigns, for example to raise awareness about global warming.

The school takes advantage of visits from experts to enhance the teaching and learning in geography. For example, the visit from an Antarctic explorer who brought clothing to try on, to help pupils understand the challenges of living in a harsh environment.

Good use is made of technology and it is clear that children are confident users of a wide range of different technologies to enhance the quality of their learning. For example, they use a range of editing software to make videos about life in Brazil. Students also use Digimaps to produce overlays of volcanic activity.

Structured curriculum documents lay out the progression in skills, knowledge and understanding. These are linked to guide the direction of teaching and assessment. Staff feel well-supported by a range of strategies including regular meetings and observations."

Eco-Schools



Eco schools is the largest sustainable schools programme. We are proud to be an eco-school with an eco-council from nursery to year 6 who regularly meet to discuss eco topics.

Classes across the school collect weather data and this information is shared with the whole school in an assembly each month which is presented by the eco-council.

Here is a link to our eco-council page where you can see all of our latest work.

<https://www.bradleygreen.org.uk/our-news/eco-committee>

We currently have our 9th eco green flag with distinction which recognises our hard work on our eco campaigns. Here is our latest feedback from August 2023:

We are very pleased to tell you that you and your Eco-Committee at Bradley Green Primary School have been successful in meeting the requirements for the Eco-Schools Green Flag Award. We reviewed your application and noted the following:

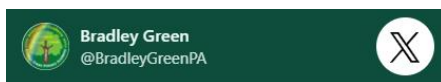
It's very impressive that you have formed such a large Eco-Committee. It shows that young people in your school are aware of environmental issues and committed to being active and creating positive change. This knowledge and attitude has provided your school with excellent foundations for the many successes that you've achieved this year this year. It's brilliant to read that the Environmental Review helped your pupils appreciate everything that your school is already doing to benefit our environment and identify areas to work on in the future. Your Action Plan shows that your Eco-Committee have carefully considered how they can involve their entire school in their planned Eco-Schools' activities to achieve maximum impacts and raise awareness amongst their school community. We think it's also a great idea to design actions that can extend beyond the school walls and into the homes of families. This ethos is going to make a huge difference and inspire your wider school community. It's clear that you have embedded environmental issues into your curriculum with great enthusiasm and these issues are being used to enrich learning in your school, whilst engaging young people in important issues. We love how you've creatively layered them across your classroom studies in such interesting and complimentary ways. It's absolutely wonderful to see students raising money for Water Aid in conjunction to what they have been learning. You have worked with a variety of different individuals and organisations, relying on their expertise and passion to enrich and inform your Eco-Schools journey. No doubt this was a mutually beneficial experience for all, as these individuals and organisations must have also been inspired by your dedicated Eco-Committee. We loved reading about your environmentally-themed day of learning, this is a great way to make eco-education a community event. We thought the idea of raising money for charity by holding cups of water through obstacle courses was a fantastic and fun initiative to bring everybody together to reach likeminded goals. Great work! Time is a common challenge, familiar to all educators. It creates a pressure and takes resilience to keep going. With this context, your achievements are even greater, and we feel lucky that you've committed to our programme and delivered the achievements that you have. This is a big achievement. Your Eco-Code is well thought-out, easy to follow with a powerful message. It's a great reflection of the ethos your Eco-Committee have created, well done to all involved! Thank you so much for submitting such a great application. We have loved reading about your journey and are incredibly impressed by all you have achieved. We have no hesitation in awarding you an Eco-Schools Green Flag with Distinction, congratulations!

Geography in EYFS

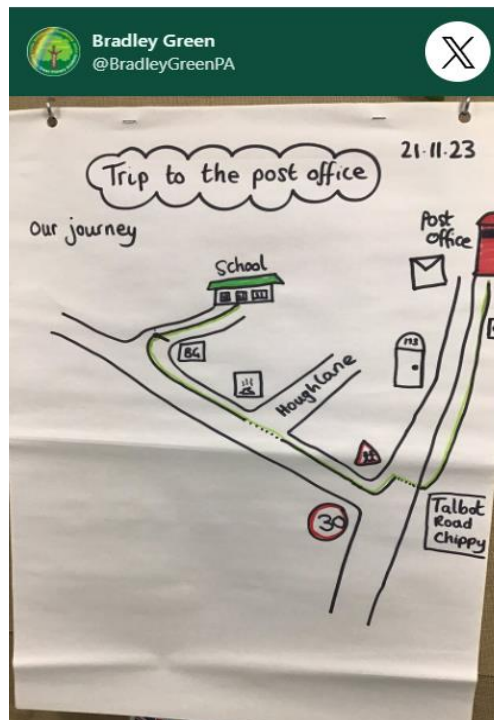
In the Early Years, understanding of the world is taught through experiences such as learning about our school and local community and about where we live. We have chosen power of reading texts where we learn about the world around us and explore hot and cold countries. We have real life experiences as we go on local area walks and visit the seaside. We use local area maps, globes and have a whole class world map. We have our class mascot, Bradley Bear who goes on adventures with children at home. We locate places in the world on our large class map and learn the names of the seven continents and where they are located. We experience what different places are like through food tasting exploration and the journey of where our food comes from.

Personal development

Through our Geography curriculum, we have a determination to develop learners to have a well-rounded set of British Values that enable them to keep themselves safe and prepares them for life in the modern world in a diverse and ever-changing community aspiring for equality for all. We have a cast iron conviction to develop the behaviours that children need to succeed in the world ensuring they are ready, respectful, and safe. To understand spirituality in themselves and others, develop social skills and understand society, build a firm set of personal morality, and to engage in the culture they live in and understand the cultures of others. Our lessons are carefully planned to allow all children to develop the 10 life skills we work on at Bradley Green: Managing distractions, noticing, perseverance, questioning, planning, reasoning, collaboration, listening, empathy, and organisation.



In Geography #BradleyGreenY4 are locating and naming the countries and capital cities in Europe
#BradleyGreenGeography



Today Reception posted their letters to Santa 🎅 and then we practiced drawing a map of the journey and talked about what we spotted along the way off our spotting sheet #BradleyGreenRec #BradleyGreenGeography



#BradleyGreenY4 have been using Digimap to locate volcanoes and discuss the patterns they find. #BradleyGreenGeography

Developing expertise



Our Geography subject lead ensures that they are up to date with all current Geographical knowledge, training and development through Enquire learning trust networks, being members of Geographical Association and Royal Geographical Society.

Before each Geographical unit of work is taught, our subject lead meets with class teachers to ensure that they have strong subject knowledge and access to all the resources they need. They will support with any training or development that is required.

SEND

Our classrooms are inclusive classrooms. They are places where learning opportunities are tailored to meet the needs of all children; in lessons where adults have thought about the ways in which learning is purposeful, meaningful and relevant to the current needs of every child. These are classrooms where lessons are pitched so that every child experiences success and makes progress in their learning.

Lesson structure

Each lesson begins with some retrieval of key knowledge and vocabulary from previous lessons and units from the current and previous year groups. We believe that it is vital that children know and remember more. *"Building our long-term memory and our level of fluency in recall. More fluent recall allows more space in working memory to attend to applying the knowledge to explain deeper questions."*

The learning intentions will be shared with the children. *"If we don't know where we are going, we'll never arrive!"*

Before the new learning takes place, staff will activate some prior knowledge, which links to the new learning of the lesson, through a retrieval type task or a discussion. *"Prior learning needs to be active in our working memory if we're going to add layers of complexity to it. New information is only stored if we link it to the knowledge we already have."*

The main part of the lesson may contain an 'I do', 'we do' or 'you do' element depending on the content and where they are up to in the unit. This is where the teacher will model, children will work together and/or with the teacher so that they are supported and then children will complete a task independently.

Throughout the lesson, staff will use a range of questions to assess the children's understanding and guide the lesson appropriately, tailoring the lesson for individuals if required.

At the end of the lesson, staff will ask carefully targeted questions to assess children's understanding. These questions are open questions that relate to understanding rather than just remembering. This assessment is then used to decide a starting point for the next lesson in the sequence.

Any assessments made during the lesson regarding children's understanding as individuals or as a whole are noted on the bottom of the unit plan.

Oracy education

Oracy develops students' confidence, articulacy, and capacity to learn. We provide a high-quality oracy education as a Voice 21 school.

There are many opportunities purposefully planned into the Geography curriculum for children to talk. We believe that every child should have the opportunity to not only learn through talk but learn to talk. Therefore, we use different talk tactics and groupings throughout our

Impact

Children at Bradley Green are passionate about making a difference to our world. They are curious, ask questions and share their ideas about how they can help and support our local area and environment.



The children at Bradley Green vote each week on Smart School Council about things that matter to them. Last week they voted on how they would like to help the local community and the majority voted for local litter picks. We started with year 6 volunteers this week. These boys gave up part of their lunch time to come out and litter pick on Bradley Green Road with myself and Mr Wilson. Great work everyone 🌟👍❤️



Bradley, Ava and Niall decided to do a beach clean whilst on holiday.