

West Heslerton CE Primary School Curriculum statement for the teaching and learning of Geography.

| ETHOS | "Children are at the centre of all we do" We encourage everyone in our school community to live life well reflecting Christian attitudes and values and working in partnership with families as part of a wider, caring community. The hallmarks of a Christian life lived well are – · Love · Joy · Self-control · Peace · Kindness · Patience · Generosity · Gentleness · Faithfulness Galatians 5:22 – 23 | | | | |
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| SCHOOL INTENT | As a family-orientated church school, children have opportunities to build positive relationships across a multi-generational community, equipping them to be role models in society. To achieve their academic potential on their life-long learning journey, we provide a safe and supportive environment for children to take risks, make their own learning decisions, work collaboratively and independently. Whilst making the greatest use of the wide-open spaces in our community and the outdoor education this provides, we balance this with a range of visits and experiences, during and beyond the school day, to enhance our understanding of the opportunities and diversity in the UK and wider world. | | | | |
| SUBJECT INTENT | At West Heslerton, we understand the importance of helping children to develop a greater understanding of their world and their place in it. Through geography we develop knowledge of current world affairs and information, alongside a range of investigation and problem-solving skills, as we seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives; to promote children's interest and understanding about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. We also consider the influence of Geography on individuals, families, communities and cultures throughout history and in the modern world. It is our aim to: To help communicate geographical information and vocabulary to deepen understanding of geographical processes. To help our children develop an understanding of the location, physical and human characteristics of globally significant places. To understand the key physical and human geographical features of the world and change within the geographical landscape. To help our children develop a sense of identity and their rights and responsibilities to other people and the environment | | | | |
| UNDERPINNE D BY | High expectations All children are expected to make at least good progress from their starting point and achieve their full potential. | Modelling Teachers teach the skills needed for children to succeed by providing quality first teaching and having high expectations. | Fluency Children apply the skills taught confidently and independently across the curriculum. | Vocabulary Ambitious vocabulary is taught explicitly and can be used by children appropriately. | |
| IMPLEMENT ATION | Skills, knowledge and vocabulary are taught following the National curriculum. In EYFS we use the 'Birth to 5 Matters' guidance and the Development Matters Checkpoints to track progress, these are non-statutory - only the 'Early Years Framework' is statutory. See EYFS UWT Long term Progression Plan. | | | | |

| Busy Brain Time Tasks are set for children during Busy Brain Time (EYFS/Y1). These tasks are to promote independent learning, time management, organisation and problem solving. Cross Curricular This subjects is taught across the curriculum ensuring that skills are applied in other subjects. Wider Opportunities (secondaria) Outdoor Learning As a Forest School, we geography in other ways, such as: Residential visits: Y5/6 London residential A range of visits and visitors that enhance learning. Outdoor Learning As a Forest School, we expand our range of knowledge and vocabul vork. Whole School Event As a whole school we come together to celebrate and/or take part in specific thremes and events when relevant. Inclusion All children receive a high-quality and ambitious education regardless of need or disability, botks: Autor of the classroom. We support, differentiated resources or tasks. There may have been a prior learning challenge, to help with specific lessons. Continuous Professional Development (CPD) To further staff's subject knowledge of need or disability, botks: Autor and skills, professional we strive to create a supportive and collaborative ethos for learning challenge, to help with specific lessons. Nutrure The skip principies of nurt the children in a disability, botks wellbeing ebelopment (CPD) To further staff's subject knowledge of need or disability, botks: Autor and skills, professional wellbeing children in a range of ways: adult support, peer support, differentiated resources or tasks. There may challenge, to help with specific lessons. Nutrure The skills development is undertaken when equired. Nutrure The skills development (CPD) To further staff's subject knowledge is Stafey Nutrure The skills development (CPD) To further staff's subject knowledge is Stafey | | | | | |
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