



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

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| ETHOS           | <p style="text-align: center;">“Children are at the centre of all we do”</p> <p>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.<br/>The hallmarks of a Christian life lived well are –<br/>· Love · Joy · Self-control · Peace · Kindness · Patience · Generosity · Gentleness · Faithfulness<br/>Galatians 5:22 – 23</p>  |   |  |  |
| SCHOOL INTENT   | <p>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.<br/>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.<br/>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.</p>   |   |  |  |
| SUBJECT INTENT  | <p>At West Heselton, 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.<br/>It is our aim to:</p> <ul style="list-style-type: none"> <li>• To help communicate geographical information and vocabulary to deepen understanding of geographical processes.</li> <li>• To help strike up curiosity and fascination about the world and the environment.</li> <li>• To help our children develop an understanding of the location, physical and human characteristics of globally significant places.</li> <li>• To understand the key physical and human geographical features of the world and change within the geographical landscape.</li> <li>• To help our children develop a sense of identity and their rights and responsibilities to other people and the environment</li> </ul> |   |  |  |
| UNDERPINNING BY | High expectations<br>All children are expected to make at least good progress from their starting point and achieve their full potential.   | Modelling<br>Teachers teach the skills needed for children to succeed by providing quality first teaching and having high expectations. | Fluency<br>Children apply the skills taught confidently and independently across the curriculum. | Vocabulary<br>Ambitious vocabulary is taught explicitly and can be used by children appropriately. |
| IMPLEMENTATION  | <p>Skills, knowledge and vocabulary are taught following the National curriculum.<br/><br/>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.</p>  |   |  |  |

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|                           | <p><b>Busy Brain Time</b><br/>Tasks are set for children during Busy Brain Time (EYFS/Yr1). These tasks are to promote independent learning, time management, organisation and problem solving.</p>  | <p><b>Cross Curricular</b><br/>This subject is taught across the curriculum ensuring that skills are applied in other subjects.</p> <p>Opportunities to employ fieldwork (especially mapping) are routinely capitalised on, as well as using tenets of geographical enquiry to present more open ended challenges that raise topical issues that affect us all.</p> | <p><b>Wider Opportunities</b><br/>The children are given the opportunity to experience geography in other ways, such as:<br/>Residential visits:<br/>Y5/6 London residential<br/>Y3/4 East Barnby residential<br/>A range of visits and visitors that enhance learning.<br/>After school clubs.</p> | <p><b>Outdoor Learning</b><br/>As a Forest School, we continue and extend our learning outdoors, in a range of different areas in our locality. By doing this, we are able to expand our range of skills, knowledge and vocabulary, particularly with regard to field work.<br/>EYFS and Yr1 also have continual access to outdoor learning as part of their provision.</p> |
|                           | <p><b>Whole School Event</b><br/>As a whole school we come together to celebrate and/or take part in specific themes and events when relevant.</p>   | <p><b>Inclusion</b><br/>All children receive a high-quality and ambitious education regardless of need or disability, both in and out of the classroom. We support these children in a range of ways: adult support, peer support, differentiated resources or tasks. There may have been a prior learning challenge, to help with specific lessons.</p>            | <p><b>Continuous Professional Development (CPD)</b><br/>To further staff's subject knowledge and skills, professional development is undertaken when required.</p>  | <p><b>Nurture</b><br/>The six principles of nurture are woven throughout our curriculum.</p> <ul style="list-style-type: none"> <li>• Learning</li> <li>• Wellbeing</li> <li>• Behaviour</li> <li>• Language</li> <li>• Safety</li> <li>• Transition</li> </ul>   |
| <b>IMPACT</b>             | <p>We strive to create a supportive and collaborative ethos for learning by providing a variety of opportunities to help children gain a coherent knowledge of understanding of each unit of work covered. Our curriculum is high quality, well thought out and is planned to demonstrate progression. We focus on the progression of knowledge and skills, and discrete vocabulary progression also forms part of each unit of work.</p> <p>We measure the impact of our curriculum through monitoring methods and by carrying out teacher assessments at the end of every unit of work. EYFS checkpoint assessments are monitored at the end of each term.</p> |   |   |   |
| <b>MONITORING METHODS</b> | <p>Pupil Voice</p> <p>Through discussion and feedback, children talk enthusiastically, and understand the importance of Geography as a subject. With their work as a prompt, children can talk about their learning.</p>   | <p>Evidence in knowledge</p> <p>Children can recall key information showing knowledge of their subject from which to build on further.</p>  | <p>Evidence in skills</p> <p>Children can demonstrate a range of geographical skills and apply these appropriately in a wide range of contexts. Teachers' subject knowledge ensure that skills taught are matched to National Curriculum objectives.</p>  | <p>Outcomes</p> <p>At the end of each year we expect children to have achieved their academic potential, with the majority of children in line with National Age-Related Expectations. Some children will have progressed further and achieved above National Age-Related Expectations. Children who have gaps in their knowledge receive appropriate support.</p>          |