



Curriculum Statement for Geography at Bellingham Primary School

At Bellingham Primary School, we are committed to providing our children with a curriculum that has a clear intention and impacts positively upon their needs. It is designed to help pupils remember long-term content and integrate new knowledge by sequencing learning so that knowledge is cumulatively secured over time.

I N T E N T	<p style="text-align: center;">The National Curriculum for geography intends to:</p> <ol style="list-style-type: none">1. Inspire all pupils with a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.2. Equip pupils with a knowledge about diverse places, people, resources and natural and human environments, with3. Develop a deep understanding of the Earth's inter-connected physical and human processes. <p>At Bellingham Primary School, we want our pupils to be inquisitive about the world they inhabit, to ask questions, think critically, consider evidence, to help them develop perspective and judgement. We aim to equip pupils in all year groups with the geographical skills, fieldwork skills and confidence to question and observe places, measure and record data, and analyse and present their findings. We place a strong emphasis on developing children's understanding of geographical terms and vocabulary, enabling them to communicate their observations and knowledge accurately. This will all enable pupils to truly understand who they are, their place in the world, their heritage and appreciate a wide and rich cultural diversity. We want our pupils to be equipped with the knowledge and skills that enable them to make their own decisions about now and the future and to become socially responsible, global citizens.</p> <p>Through our long-term plan, we aim to deepen pupil's knowledge of our own local area and how it differs from other areas of the world, building an awareness of how geography shapes our lives. Given that they live in a beautiful and remote part of the North East It is important that our pupils are aware of the wider world outside of their rural community. Our geography curriculum is one of the ways in which we open up the wider world to pupils. We hope to encourage pupils to become resourceful, active citizens who will have the skills to contribute to and improve the world around them.</p>
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Underpinned by	Discrete Geography lessons and cross-curricular learning	Assessment: Formative & Summative	Culture: High Expectations for All	Systems: Subject Leadership
	Geography is taught through discrete lessons in KS1 and KS2. Opportunities for cross curricular learning are also utilised; location and place knowledge as well as human and physical geography knowledge are often applied in lessons across the curriculum, e.g. in Forest Schools children gain a knowledge of weather, environment and locational knowledge.	Through our teaching we continuously monitor pupils' understanding, encouraging pupils to reflect on their existing knowledge and skills before beginning new learning. We assess pupils' understanding through a range of engaging activities, including both class work and fieldwork, ensuring focus on the accurate use of vocabulary and geographical skills. In each classroom we have a Geography display of key questions which we focus on each lesson. We recap at key points of the lesson. Children's knowledge is assessed at the beginning of a topic as we gain an understanding of 'what we already know' and at the end of the topic as to if they have learnt 'what they should we know'.	All children are expected to succeed and make progress during each academic year. Through an embedded culture that promotes curiosity, we encourage learners to ask their own questions about the world around them. Children in KS2 take an active part in their learning by formulating questions of what they want to find out about their Geography curriculum. We deliver inspiring and passionate lessons that foster a love of the subject across the school.	The curriculum will be reviewed and evaluated annually. This will require discussion between the geography subject lead and teaching staff, to ensure appropriate coverage of curriculum knowledge, skills and understanding. Teachers' subject knowledge will be kept up-to-date through updates by the geography subject lead and annual CPD sessions.
	Policy: Weekly teaching in half-term blocks	Memory: Disciplinary Rigour	Equity: SEND & Vulnerable Pupils	Personal Development: Diversity & inclusion
	Geography is taught weekly in half-term blocks, alternating with History each half term. The geography subject lead ensures that the school is resourced appropriately to allow for the development of geographical and fieldwork skills.	The long-term plan progressively builds skills, knowledge and vocabulary year-on-year, across the strands: <ul style="list-style-type: none"> • Locational knowledge • Place knowledge • Human and physical geography • Geographical skills and fieldwork. The key points of learning are reinforced throughout the year groups to build on previous knowledge and understanding. Subject vocabulary is used routinely, helping children to remember and use key terms appropriately. We are a small primary school with mixed year groups and our structure varies year on year. To ensure cumulative progression of the curriculum we have a rolling programme of coverage. We liaise closely with Bellingham Middle School to ensure our curriculum feeds into their Upper Key Stage 2 programme.	Pupils with SEND and vulnerable pupils are supported in order to achieve the same ambitious end points. Learning opportunities match the needs of all children and we take into account targets set for individual children in their Individual Education Plans. Work is scaffolded through content and by outcome to suit individual needs	The concepts embedded within geography learning ensure that children begin to understand the influence of location, equality and diversity on their own lives and the lives of people throughout the world. When considering the similarities and differences between places, children are encouraged to respect and value the unique features of places studied, including the inter-dependence of human and physical geography. Given our rural environment it is important that the curriculum celebrates the local environment as well as strives to develop an understanding of how Bellingham sits within the wider world.

Implementation	<p>The National curriculum organises the Geography attainment targets under four strands:</p> <ul style="list-style-type: none"> • Locational knowledge • Place knowledge • Human and physical geography • Geographical skills and fieldwork <p>We use the Kapow Primary Geography scheme to guide our planning, which has a clear progression of skills, knowledge and vocabulary within these four strands across each year group. Essential knowledge and skills are revisited with increasing complexity, allowing pupils to revise and build on their previous learning. Locational knowledge, in particular, is reviewed in each unit in order to consolidate children's understanding of key concepts, such as scale and place. Cross-curricular links are included throughout each unit, allowing children to make connections and apply their Geography skills to other areas of learning.</p>	
	Enquiry Questions	Geographical Skills and Fieldwork
	<p>Enquiry questions form the basis for each unit, meaning that pupils gain a solid understanding of geographical knowledge and skills by applying them to answer enquiry questions. These questions are designed to encourage children to think like geographers, promoting a genuine interest in understanding the inter-connections between people and places. In attempting to answer the enquiry questions, children learn how to collect, interpret and present data using geographical methodologies and make informed decisions by applying their geographical knowledge.</p>	<p>Each unit contains elements of geographical skills and fieldwork to ensure that fieldwork skills are practised as often as possible. The fieldwork in each unit follows an enquiry cycle process of questioning, observing, measuring, recording, and presenting. This ensures children will learn how to decide on an area of enquiry, plan to measure data using a range of methods, capture the data and present it in a range of formats. Fieldwork ranges from smaller opportunities on the school grounds to larger-scale visits to investigate physical and human features. Developing fieldwork skills within the school environment and revisiting them in multiple units enables pupils to consolidate their understanding of various methods. It also gives children the confidence to evaluate methodologies in a familiar place, without always having to leave the school grounds. This makes fieldwork regular and accessible while giving children a thorough understanding of their locality, providing a solid foundation when comparing it with other places.</p>
	<p>Early Years</p> <p>Within the EYFS, geography is covered through topic based learning. Skills are covered through adult led and child initiated activities linked to the Early Years framework, focussing on the Early Learning Goals within the objectives of Understanding the World.</p>	

<u>Implementation</u>	Vocabulary Knowledge organisers are used at the start of each unit, outlining the skills, knowledge and key vocabulary to be covered. They are displayed around the classroom with key questions identified.. In KS1 and KS2 there is a Geography display in each classroom which displays key vocabulary. TKnowledge organisers are bespoke to our curriculum and are used within lessons to recap and refocus learning. This provides the opportunity for children to identify subject vocabulary that they have already learnt, helping to embed vocabulary into their long-term memory.	Our geography learning journal. At the start of each unit, all pupils think about the skills and knowledge they already have from previous learning. They also consider what they would like to learn about and how they would like to learn. Our learning journey is based on key questions across KS1 and KS2. Key stage 1- What do I already know? and what will I learn? . At Key stage 2- What have I learned previously? What would I like to find out? What skills will help me? and what will I learn at the end of the topic? In structuring learning in this way, we are clear how previous learning and end points support the acquisition of knowledge and skill development. These learning journeys are re-visited regularly across lessons to summarise what children have learnt in previous topics.	School Trips/Visiting Workshops Each year group is given at least one opportunity per year to enhance their class-based learning through offsite trips, fieldwork or visiting workshops. These experiences help pupils gain real-world understanding that cannot be taught in a classroom. This includes forest schools, field trips to different localities, walks within the local area and North Tyne Trust project. Local visits children KS1- children visit the local area and North East. KS2- Children are scheduled to take their learning further afield joining a neighbouring school on a residential visit to the lake district. Whole school Geography visit to the seaside to look at different environments.
	Continuing Professional Development (CPD) We continuously strive to improve and develop our teaching practice and frequently share ideas that have been particularly effective in geography teaching. We undertake whole school CPD when required. ECTs are given robust support and training in line with the school's policies.	Cross Curricular Learning Opportunities Cross-curricular learning opportunities are routinely utilised in class teaching. Geography subject knowledge is frequently linked to learning in science, history, literacy, RE and PSHE. E.g In year 3/4 the children's book is Pug of the Frozen North and their Geography topic is 'Who lives in Antarctica?'	Whole school events As a school, we mark Earth Day on Monday 22nd April through an assembly and class activities. In our summer term Activities Week, children practise geographical skills such as orienteering, through a variety of fun activities in the school grounds. All children take part in Forest School activities across the year. This helps to develop their place knowledge in respect of the local area.

I M P A C T	<p>PUPIL VOICE</p> <p>Through discussion, children talk enthusiastically about their geography lessons and speak about how they love the topics. They are able to articulate the context in which geography is taught and link this to their own experiences and previous learning. Children develop knowledge about the world, the United Kingdom and their locality. They show confident understanding of subject-specific vocabulary related to human and physical geography and use geographical skills, including first-hand observation, to enhance their awareness of location and place. SCHOOL COUNCIL pupils were able to talk with confidence about learning in geography. They tell us they enjoy the subject now.</p>	<p>EVIDENCE IN KNOWLEDGE</p> <p>We aim to equip children with a deep knowledge and appreciation for the world. Children leave Year 6 with a range of skills and knowledge ready to continue their learning into UKS2. (Currently we have no Year 5 or Year 6 children. Therefore we work closely with our Middle School so that our geography curriculum ensures children have the skills and knowledge to access the upper key stage 2 curriculum.) Through their geography learning, children will: Compare and contrast human and physical features to describe and understand similarities and differences between various places in the UK, Europe and the Americas. Name, locate and understand where and why the physical features of our world are located and how they interact, including processes over time relating to climate, biomes, natural disasters and the water cycle. Understand how humans use the land for economic and trading purposes, including how the distribution of natural resources has shaped this. Develop an appreciation for how humans are impacted by and have evolved around the physical geography surrounding them and how humans have had an impact on the environment, both positive and negative.</p>	<p>EVIDENCE IN SKILLS</p> <p>The expected impact on skills development is that children will: Develop a sense of location and place around the UK and some areas of the wider world using the eight-points of a compass, four and six-figure grid references, symbols and keys on maps, globes, atlases, aerial photographs and digital mapping. Identify and understand how various elements of our globe create positioning, including latitude, longitude, the hemispheres, the tropics and how time zones work, including night and day. Present and answer their own geographical enquiries using planned and specifically chosen methodologies.</p>	<p>OUTCOMES</p> <p>At the end of each year, we expect children to have achieved Age Related Expectations (ARE) for their year group. Some children will have progressed further and achieved greater depth (GD). Children who have gaps in their knowledge receive appropriate support, through post learning and pre teaching activities. Additional adult support in lessons.</p>
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