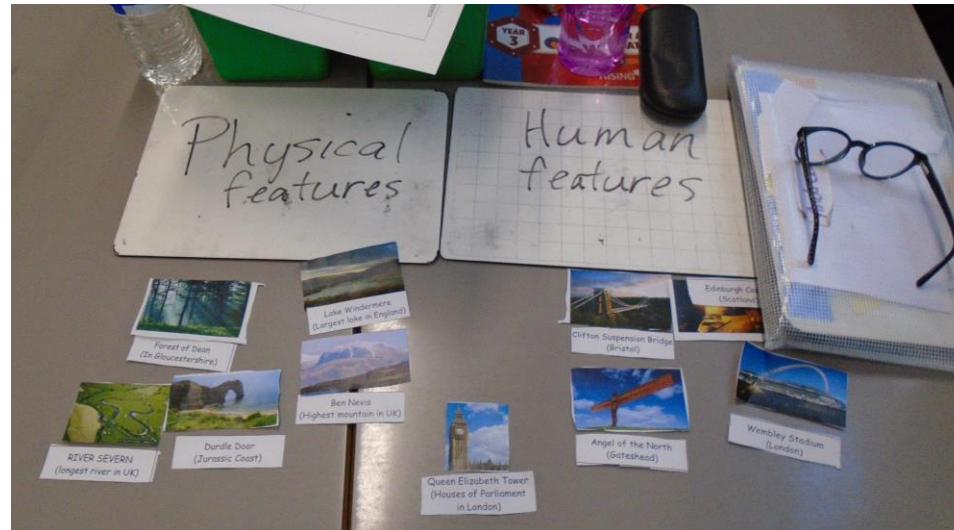




Strategy Statement for Geography



Meet the Team



Mrs Tara Doherty

Our Shared Vision



Striving for excellence in everything we do

High Quality
Education for
ALL

Effective
home/school
and community
partnerships



Statement of Intent



Rationale

Geography gives children the opportunity to understand how the world has changed and developed and how it continues to do so.

We equip children with geographical skills to develop their knowledge through studying places, people and natural and human environments. This seeks to deepen the understanding of the Earth's human and physical forms and processes. We also intend children to develop geographical skills: collecting and analysing data; using maps, globes, aerial photographs and digital mapping to name and identify countries, continents and oceans; and communicating information in a variety of ways.

The curriculum is designed to develop knowledge and skills that are progressive, as well as transferable allowing the children to build upon their growing knowledge of the world to help them to deepen their understanding of the interaction between physical and human processes. Through our teaching, we intend to provoke thought, questions and to encourage children to discover answers to their own questions through exploration and research to enable them to gain a greater understanding and knowledge of the world and their place in it.

Promoting Personal, Spiritual, Moral, Social and Cultural Development and Fundamental British Values

Geography focusses on people and their relationships and have a strong impact on our children's spiritual, moral, social and cultural education.

In every lesson, children are expected either to consider the needs and experiences of others, or their own personal responses to events, problems and changes in the world.

Why is geography important to children at Becontree Primary School?

- Geography helps children to make sense of the world around them.
- Geography provides a way for children to put theory into practice, to take learning from the classroom into the real world.
- It allows children to draw on personal experience, to help better understand the places they live in, why they matter and how they are connected to the world.

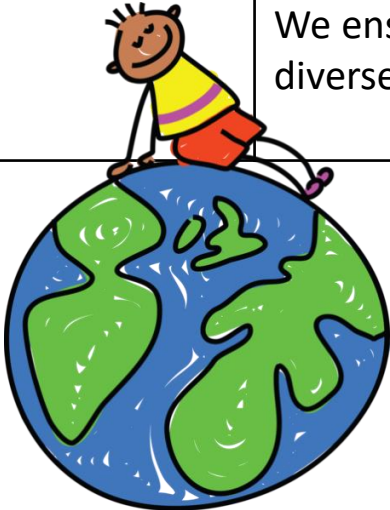
Our Key Learning Intentions

- We ensure that children explore the world around them with the help of artefacts, maps and images.
- As children study geography, they learn about different societies and cultures.
- We inspire children to think about their own place in the world, their values, and their rights and responsibilities to other people and the environment.



How do we encourage children to become geographers?

What does a geographer do? Geographers explore both the physical properties of Earth's surface and the human societies spread across it. They look at how humans have affected the natural environment. They can create and study maps to record and gather data about specific areas. They are involved in fieldwork study, travelling to locations to find out more about the physical or human geography of an area.	What do we do to promote this? We provide quality lessons with appropriate resources to engage the children. We participate in fieldwork study to ensure that we have experience of gathering data and understanding our local community. We go on trips and participate in 'hook' activities to encourage interest. We ensure our pupils are equipped with knowledge about diverse places, people and environments.



As children at Becontree Primary School love learning in geography , they become...

Effective Communicators through:	Responsible and caring citizens through:	Active Contributors through:	Successful and independent learners through:	Confident and ambitious individuals through:
encouragement to participate in conversations, listen to others, respond appropriately and take turns to speak during lessons feeling that their contributions are valued and being taught to respond thoughtfully to others encouragement to debate issues respectfully modelling subject specific language clearly and effectively by teachers with expectation for pupils to include it in their responses 	enabling children to consider questions about the meaning and purpose of their lives; explore their own identities, values and beliefs and concepts such as time, space and faith; supporting children to think more intelligently about complicated and unresolved issues: global warming, international population movements, food security etc; prioritising the regular use of atlases and maps to reinforce pupils' locational knowledge and their sense of place. 	working collaboratively on projects engaging in discussions during lessons answering and asking questions 	engaging in self-assessment and evaluation of their work encouragement to problem solve and self-improve encouragement to have opinions based on facts to make educated decisions 	exposure to a wide range of knowledge to build understanding and confidence in their own thoughts and opinions exposure to roles-models and pioneers in geography who inspire and influence 

Equality Mission Statement (Equality Act 2010)

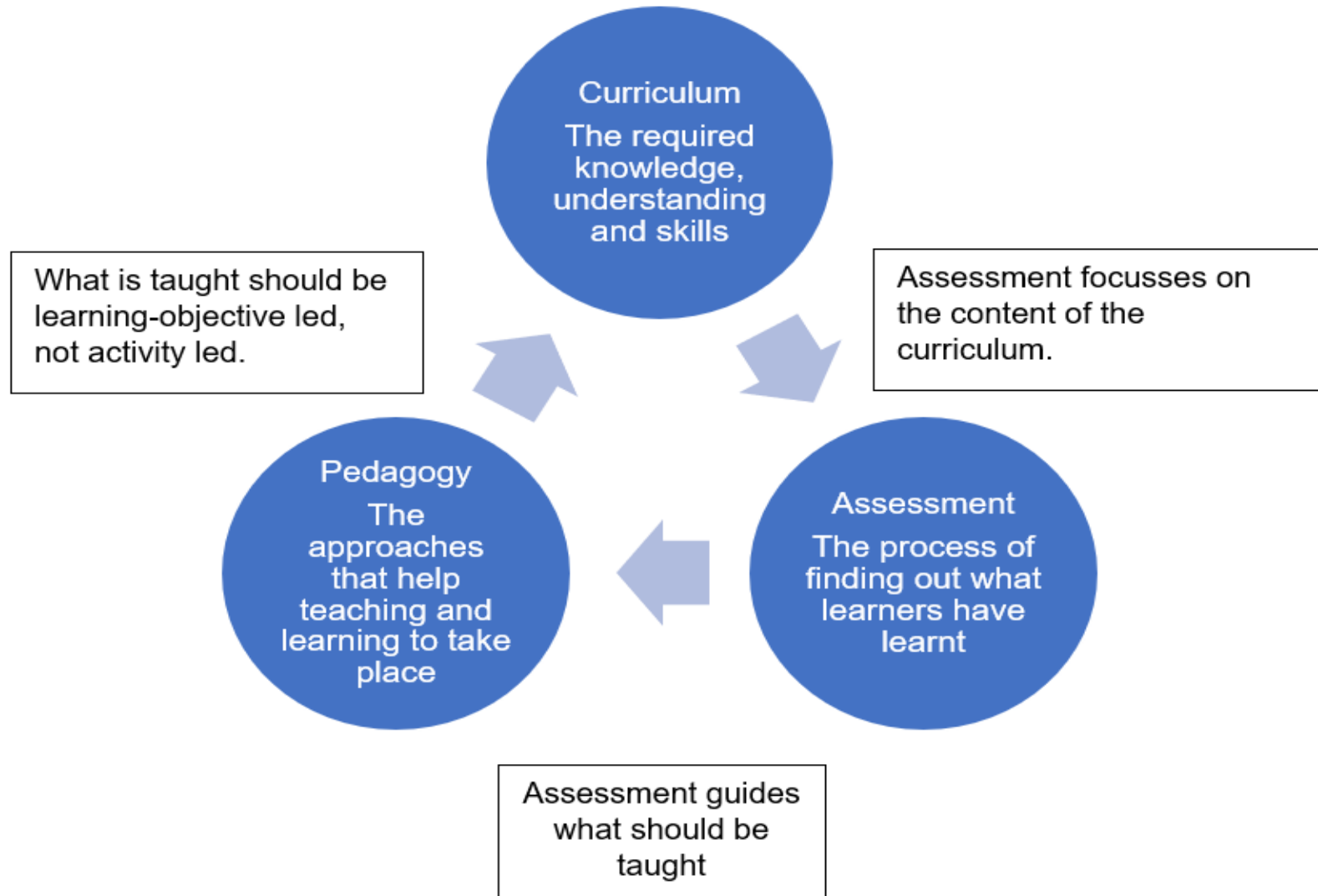
We are committed to ensuring equality of educational opportunity and support for all pupils, parents, carers, staff and visitors irrespective of age, sex, race, disability, religion or belief, sexual orientation, pregnancy, gender reassignment and socio-economic background.

We aim to provide a fully inclusive school in which every person feels proud of their identity and is able to participate fully within the school community.

We believe that a diverse school community is a strength which should be respected and celebrated by all those who learn, teach and visit here. These statements are enshrined in our school motto, 'Respecting One Another.'



Our Curriculum Coherence model is broadly made up of three parts: Curriculum, Pedagogy and Assessment.



The following are our key beliefs about when and how children learn best.
We believe children learn best when...



...they are taught by well-trained staff who are passionate about teaching and learning.	...they are valued and treated fairly and respectfully.	they have a growth mindset.
...they are given the right level of support and challenge.	...they are interested and engaged.	...new learning makes links with and builds on prior learning.
...they understand the learning objectives and know what success looks like.	...they have opportunities to learn with and from others (collaborative learning).	...they receive regular and timely feedback (from both teachers and peers).
...they are given enough time to practise, consolidate and apply new learning.	...they are taught in a physical space that is conducive to and supports effective learning.	...there is a strong partnership between home and school.

Teaching and Learning Approach (Pedagogy)

Planning and delivery of learning to meet the needs of all children

- Units of work in geography are taught in blocks. (approximately 20 – 30 hours over the year)
- Most year groups have 2 blocks of 3-4 hours per week and most blocks last on average 3 weeks.
- Some links are made with other subject areas such as Science. e.g. Water cycles.
- Schemes of work are provided for teachers. It is an expectation that these are followed precisely and that any changes are discussed with the subject lead.
- Knowledge and skills are taught explicitly and units demonstrate progression from one year group to the next.
- All children can access the learning as some support is given. e.g Key vocabulary cards are used to support SEN and LA children and some tasks may be differentiated if needed.
- A range of teaching approaches, resources and visual stimuli are used to support learning. This includes approaches that encourage boys to be more engaged e.g. practical activities, trips and hands-on learning.
- Children are encouraged to use their own experiences to develop empathy and understanding.
- Lessons are planned to incorporate and reflect the local area.
- Quality, engaging resources, artefacts and worksheets are used in lessons.

Developing Long-term knowledge retention

- Reducing long tasks and setting shorter tasks focussing on key knowledge
- Using a range of teaching approaches to engage children and help them to remember what they have learnt.
- Children participate in the compilation of Learning Journeys and have that as a reference to previous learning.
- Teachers have easy access to information about prior learning through the Curriculum Folders and are able to check and re-cap regularly.
- By teaching some units cross-curricular, children have more opportunities to embed key knowledge.

Curriculum

Developing Teacher Subject Knowledge	• In school training and development opportunities. • BDSIP meetings. • Internally shared practice. • Scheme developed to support teachers with different levels of experience. • Teaching and Learning Reviews used to identify areas for further development.
Enrichment opportunities	• External companies create immersive opportunities through experience days. • Field trips are planned for geography and history including use of the local area.
Cultural Capital	• Each phase group have a list of activities and experiences which are to be covered throughout that phase of two years. E.g. visits to museums, welcoming visitors and visiting places of worship. • Magic Moments – 20 key experiences that all children need to have experienced by the time they leave year 6.
Parent and Community Links	• Visiting places in the local community. • Parent helpers assisting on school visits. • Projects such as the Becontree Centennial Celebrations. • School reports. • Photos uploaded to the website.

Finding out what Learners Know

Evidencing Learning Outcomes

- Ongoing Formative Assessment.(See assessment overview)
- Learning Journeys are used to evidence learning in lessons.
- Display boards in classrooms and corridors reflect a selection of topics and progression.
- Checking Prior Learning.
- Exit tasks to check End points.

Curriculum Overview- Geography

For more detail please refer to the subject scheme of work.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Yr 1	Weather Symbols and Weather Diary	Geography of School and Locality		Island Maps (Link to art)		
Yr 2		Locational Knowledge: UK and World Atlases/ Globes/ World Maps Hot and Cold: The Equator, North and South Poles			Comparing the UK and a Non-European Country: Bangladesh	
Yr 3		Locational Knowledge/ Features of the UK		World Locational Knowledge and Geographical Skills		
Yr 4	Human Geography - settlements, land use, trade links, natural resources				The Water Cycle (As part of science topic)	Points of a compass and Grid References
Yr 5			Place Knowledge: Comparing a region of the UK with a European region and North American Region		Locational Knowledge: Time zones and lines of Longitude and Latitude	
Yr 6	Physical Geography - climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes.					Skills and Fieldwork in the local area

	3 & 4-year-olds will be learning to:	Children in Reception will be learning to:	ELG
Understanding the World	- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. - Begin to understand the need to respect and care for the natural environment and all living things.	- Draw information from a simple map. - Understand that some places are special to members of their community. - Recognise some similarities and differences between life in this country and life in other countries. - Recognise some environments that are different to the one in which they live. - Understand the effect of changing seasons on the natural world around them.	<u>People Culture and Communities</u> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.