**Geography at Belfield**



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| **Our Vision for Geography**Our Geography curriculum *aims to equip all children with the skills & knowledge to enable them to lead a happy, healthy & purposeful life. We want our children to give back to the local community and the wider world.*We hope to inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes eventually deepening their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.Children should see the Earth as the home of human kind and something that should be protected. | **Content and Sequencing**The curriculum begins with children in EYFS exploring the area in which they live, talking about features of their immediate surroundings and comparing environmentsThe curriculum then widens to learning about “Where We Live” in relation to the UK (Y1) and contrasting this with other localities in the UK.Chn in Y2 learn about the country in more depth (capital cities/landmarks) and compare Belfield to Bangladesh (Sylhet). The 5 Oceans are also studied at this point.In KS2 Geography is often linked and taught through other Foundation Subjects (eg settlements taught within Stone Age/Vikings, deserts through Ancient Egypt and local trade taught throughout the Rise of Rochdale)Throughout KS2 children extend their knowledge beyond the local area to include the UK, Europe (Greece, Scandinavia), North and South America (Fair Trade), China and Africa (trade) Throughout school, the skills of using maps, atlases and globes etc are built upon year on year and often taught as stand-alone, specific skills. |
| **Links across the curriculum****English –** Greta Thunburg – Climate Change (Y6)**Maths** – Passports, Directions and Co-ordinates**Computing** – Directions and Co-ordinates, maps**Art** – Y5 Observational drawings of landscapes, Y4 Rousseau**RE** – Y5 Early Islamic Civilization**History –** Mary Anning (Y1), Titanic (Y2), Stone Age/Bronze Age/Iron Age (Y3), Romans and Celts (Y3), Ancient Egypt/Greece (Y4), Anglo Saxons/Vikings,Early Islamic Civilisations (Y5), WW2 (Y6), Rise of Rochdale (Y6)**Science –** Animals and their habitats (Y1), Rocks and Soils (Y3), Water Cycle (Y4), Mountains, Rivers and Cliffs (Y5),**DT –** Food and the Farm (EYFS), Fair Trade Cooking (Y6) | **Retrieval****EYFS** Scrap books and learning journeysLow stakes quizzingDouble-page spreadsPresentationsKnowledge organisersCurriculum working walls – photos of previous walls | **Progress/assessment**-Units of work are carefully sequenced so prior knowledge and concepts are built upon, leading to a greater understanding of Geography-We use our ongoing assessment to inform judgments using “I Can statements”-At the end of the year, teachers use this information to make a judgment of Working Towards, At Expected or Greater DepthSchool averages 2022/23GLD: Emerging 35% Exp 65%WTS EXS GDS12% 85% 3% | **Support** Everyone has access to the Geography National Curriculum with varying levels of support.Use of the Belfield Geography curriculum to provide knowledge for staff delivering lessons.A number of pupils have specific support and guidance taken from their EHCPs |