



Be Brave Curriculum

INTENT – IMPLEMENTATION – IMPACT

Geography

INTENT

At Hayfield Cross Church of England Primary school, it is our intention that Geography will inspire pupils with a curiosity and fascination about the world and its people that will remain with them throughout their lives. Our 'BE BRAVE' curriculum is inspired by our school vision, 'Remember that I command you to be strong and brave. So don't be afraid. The Lord your God will be with you everywhere you go' (Joshua 1:9) and aims to offer opportunities for the children to explore the world in order to develop an understanding of the human and physical world in which they live in and their place within it. We aim to promote the 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. It is our intention that Geography will promote children's spiritual, moral, social and cultural development helping them to have a greater understanding of their place in the world, and their rights and responsibilities to other people and the environment. We encourage the children to ask questions about the world and provide opportunities for them to develop geographical skills and knowledge to be able to answer them.

IMPLEMENTATION

The teaching, learning and sequencing of the Geography curriculum follows:

- The ten core concepts help to provide children with a bigger picture and encourage them to make more connections to events and ideas, they include: community, change diversity, identity, belonging, freedom, responsibility, wisdom, influence and belief. Each of the ten concepts will run at various points throughout the Topics across the year groups.
- The big questions are used each term to overarch the Topic each year group focus on and the ultimate aim is for the children to find an answer to this question and integrate new knowledge into larger concepts.
- Topic icons are used as a way of exposing the children to the progression of skills. They are taught explicitly skill and each lesson focuses on either a historical or geographical skill. The Topic encourages the children to think about which skill they are using in order to regain new knowledge. The icons are interactive and are displayed on our Topic Enquiry board to support information, lines of enquiries and children's work.
- Enquiry based learning offers the children with enriched learning experiences fuelled by interest through practically exploring new historical concepts. The children become archaeologists and historians, by thinking creativity and enjoy finding answers to open ended questions.
- RED books- Reflect, Explore and Discover books are used to record practical, enquiry based learning taught throughout the year. RED books collect the thoughts and ideas the children have expressed in Topic whilst also sharing their work pictorially.
- Lines of enquiry underpin our core concepts and big question, by specific focusing in on a question to answer for the lesson. Lines of enquiries encourages the children to start putting together their historical knowledge to begin answering and connecting their thoughts to answer their big question.
- Topic days are igniting, fun filled and celebratory days where the children may dress up in their Topic themed fancy dress and share the learning and knowledge they have learnt throughout the term to other year groups. The whole day is devoted to a Topic themed curriculum in which the children explore their lines of enquires.
- Buzz points are enquiry based learning lessons and events in which the children discover new information in an exciting, practical and stimulating way. These thrilling lessons helps motivate and drive the children's love of learning in Geography, encouraging them to want to find out more.
- Brain bogglers are a way of pre assessing the children's knowledge before a Topic to see what the children already know, from this planning is informed and taught. At the end of the Topic, lightbulb tasks are completed to assess how much information the children have regained from their enquiry based learning.
- Memorable entrance days introduce and hook the children into their new Topics by motivating and inspiring and the children to find out more. They are action packed days fuelled with thrill seeking experiences.
- Trips/visitors- Where applicable, children will have encountered or participated in high quality visits/visitors to further appreciate the impact of Geography.

IMPACT

Our 'BE BRAVE' Geography Curriculum ensures that the children at Hayfield Cross Church of England Primary School are equipped with geographical skills, knowledge and concepts of geographical events which will enable them to be reflective learners. Whilst doing this, we aim to implement a buzz across the school, fuelling excitement and curiosity year upon year motivating our pupils to be passionate for Geography readying them to become pioneers of the future. At Hayfield Cross we strive for:

- Children will have clear enjoyment and confident in Geography that they will then apply to other areas of the curriculum.
- Children will be taught relevant knowledge with subject skills in context.
- For the children to have thoroughly enjoyed learning about Geography, therefore encouraging them to undertake new life experiences now and in the future.
- A celebration of learning for each term which demonstrates progression across the school.
- Children will retain prior-learning and explicitly make connections between what they have previously learned and what they are currently learning.



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Rationale Appendix

Year 1-6: Geographical Skills and Fieldwork

Children begin their learning of Geographical Skills and Fieldwork by looking and exploring their immediate environment e.g their school. It is in an area they know well and therefore allows them to use equipment and technology to look at past and present, comparing to other local area they know well and therefore allows them to use equipment and technology to look at past and present, comparing to other local areas and to suggest improvements for areas. Children are taught how to draw/make maps, understand symbols and how to use them. This then expands into compass work, which they develop throughout the school. Once the children have a solid foundation of their own immediate environment they then explore and learn about their country and other countries in the wider world whilst continuously expanding their geographical skills.

Year 1-6: Human and Physical Geography

Children begin their learning of Human and Physical Geography by exploring the seasons and weather changes. This expands to compare hot and cold countries in relation to the equator. Children research and compare weather conditions and patterns around the UK, into Europe and then around the world. Within research, the children start by exploring their local community and suggest ideas to improve it. They grow to learn and use vocabulary in relation to rivers and mountains and then to climate zones and biomes. They research into various environments and describe how humans and nature have affected it. This then develops into how humans can improve/sustain the environment and how economic activity works such as trade and land use.

Year 1-6: Locational Knowledge

Children begin building their locational knowledge by focusing on their local area and gaining an understanding of how places are linked. The children will then develop this understanding by investigating the wider context of the UK. This will continue to develop throughout KS1 as the children begin to identify counties and cities throughout the UK. In KS2, children will be able to identify the human and physical characteristics of specific areas in the UK including rivers, mountains and coasts. Alongside this, the children will gain an understanding of the wider world as they learn about the human and physical characteristics of different countries, particularly North and South America.

Year 1-6: Place Knowledge

Throughout school, children will be developing their place knowledge by studying several areas within the UK and countries around the world. Before this, in EYFS children are supported in their understanding of their local community, widening out further to their country in Year 1. In Year 2, the children will begin learning about Australia where they will study the physical and human geography of the area and how this effects the daily routine of a child living there. The children will then be able to draw comparisons between Australia and Kettering. Throughout KS2, they will continue to make comparisons between different areas of UK, including coasts and moorland and start to explore European countries. The children will further develop their place knowledge in KS2 by investigating the physical and human features of regions in North and South America.