



Bevendean Primary School and Nursery

📍: Heath Hill Avenue, Brighton, BN2 4JP

☎: 01273 681292

📠: 01273 622334

✉: admin@bevendean.brighton-hove.sch.uk

🌐: <https://bevendean.eschools.co.uk/website>

Headteacher: Mr. M Dally

Deputy Headteacher: Miss. S Miller

A place for everyone to succeed and thrive

Curriculum statement for the teaching and learning of Geography

At Bevendean Primary School and Nursery, we are committed to providing our children with a curriculum that has a clear intention and impacts positively on developing them as a learner.

Intent

At Bevendean Primary School and Nursery, it is our intention that Geography will inspire pupils with a curiosity and fascination about the world and its people. We offer opportunities for 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.

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. We aim to give our learners strong geographical knowledge, good enquiry skills, the ability to use a range of maps, the skills to collect and analyse data and the ability to communicate information in a variety of ways.

We want the children to have a love of geographical learning, gaining knowledge and skills through high quality teaching both inside and outside the classroom. We aim to develop children's Geographical vocabulary and love of reading real by immersing them in a variety of texts: articles about world events, deforestation, natural disasters and their impact. This is aimed at give children a deeper understanding and awareness of the natural global phenomena and to widen their experience of the environment away from their homes.

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, equipping them well for further education and beyond.

In EYFS, they will begin to understand simple maps and how this is linked to travel, they explore the world around them, exploring similarities and differences, they learn about their local area and begin to make comparisons within their learning.

	Locational Knowledge and Place Knowledge	Topic Specific Vocabulary	Human and Physical Geography	Geographical Skills and Fieldwork
Underpinned by..	<p>Our topics and lessons will ensure children are exposed to developing their knowledge of continents, countries, surrounding seas, cities, towns and landmarks within these. Within this learning, children will become confident when talking about comparison of locations and identifying position and significance of key aspects of the world/time zones.</p>	<p>Children will be exposed to and learn new, specific vocabulary, linked to the year group topics that they learn. The vocabulary will enable children understand the learning, to talk confidently about their learning and the activities that they are studying and to expand their vocabulary for use across the curriculum.</p>	<p>Our children will develop skills to be able to research and explore human and physical geography, they will be given opportunities to focus on describing and understanding key aspects of physical geography and understanding how human geography has had an impact on life as they know it.</p>	<p>We want our children to become confident when working with maps and locating different landmarks and basic human and physical features. They will be given opportunities to develop their map reading skills. We want them to be able to transfer their learning from inside the classroom to fieldwork outside, where they can learn how to measure and record information using their observational skills.</p>

Implementation	<p>How do we implement this?</p> <p>At Bevendean Primary School and Nursery we teach topics. Each topic has either a history or geography focus. There are 6 ½ termly blocks of topic lessons and 3 out of 6 have a geography focus.</p> <p>At the beginning of each lesson, prior learning is recapped and new topic specific vocabulary is discussed. This is followed by well-planned geography teaching embedded with purposeful, engaging, memorable and practical learning experiences to provide opportunities for pupils to develop and build their curiosity and knowledge of the wider world around them.</p> <p>Our bespoke children are supported to access the lessons in a variety of ways: adult support, scaffolded activities, more visual tasks, etc. To enable our children to achieve their year group’s curriculum, we ensure there are a range of activities that they are exposed to so that writing and reading are not barriers to recording and demonstrating their understanding of geography.</p> <p>Our whole curriculum is shaped by our school vision, which aims to enable all children, regardless of background, ability, additional needs, to flourish to become the very best version of themselves they can possibly be. We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. It is important that children develop the skills of a geographer by fully immersing them in all areas of the subject. The local area is fully utilised to achieve desired outcomes, with opportunities for learning outside the classroom embedded in practise.</p>
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Supported by...	<p>Broad and Balanced Curriculum</p> <p>Trip and visits are an important of school-life and we look for opportunities to link these with our Geography curriculum. Fabulous Finishes are a way for pupils to share their learning of history with parents and carers. They are arranged throughout the year. Trips and visits are crucial to give our children life experiences that they can learn from and apply their real-life events to their learning back in school. These events really support our development of oracy.</p>	<p>External Stimuli</p> <p>School trips and fieldwork are provided to give first hand experiences, which enhance children’s understanding of the world beyond their locality. We support learning with trips to inspire our children and widen their cultural experiences. For instance, our Year 5 trip to Parkwood involves children learning about thew environment and KS1 have the opportunity to visit Stanmer Park to do some environmental studies. Teachers are also encouraged to use a range of resources such as videos, photographs and newspaper articles during lessons to help create immersive learning experiences.</p>	<p>Developing Vocabulary</p> <p>Vocabulary is given high priority in our Geography lessons to ensure our children have the necessary language to access a topic as well as developing their vocabulary bank. For each lesson of Geography, key vocabulary is identified, introduced and recapped across the series of lessons.</p> <p>Each classroom has a topic focus display board, which may share images and key vocab for either history or geography. For Geography, these will be linked to</p> <ul style="list-style-type: none"> • human features • cities/countrie/continents • map and field skills • Field work • Differences/similarities • Compare/ contrast • Change/ effect Interaction between physical and human processes • Formation • interconnected and change over time.
	<p><u>Thoughtful Questioning</u></p> <p>Throughout the teaching of Geography, opportunities to develop children’s knowledge through questioning is key. In EYFS and Key Stage 1, questioning will be used to develop knowledge about the world, the United Kingdom and their locality, secure understanding of basic subject-specific vocabulary relating to human and physical geography and begin to understand how to use geographical skills, including first-hand observation, to enhance their locational awareness. In Key Stage 2, these questions will promote the chance for children to extend their knowledge, understanding and skills.</p>	<p><u>Cross Curriculum</u></p> <p>We use knowledge of other curriculum areas to support learning in Geography. Children apply their reading and writing knowledge in Geography lessons, with opportunities for them to explain or present their learning. English has links to topic areas within the curriculum and there are many shared links in these areas. All of our texts in English, are based on the topics (either History or Geography). We continue to strive to increase our opportunities to have further cross-curricular links.</p>	<p><u>Support and Challenge</u></p> <p>Within our whole curriculum, we aspire to support and challenge all of our children to ‘keep up, not catch up’ with their learning. In our Geography curriculum, lessons and activities are designed to enable all children to access the learning at their own pace and level, whilst providing opportunities for deepening understanding through challenge. This may be seen through tasks/resources, questioning, levels of support, presentation of work and expected outcomes. Bespoke activities are planned to enable these learners to access the same learning as their peers, working at their age-related expectations.</p>

Impact	<p>How do we measure this?</p> <p>Throughout the Geography programme of study, that our children go through during their time at Bevendean, we want our children to be intrigued by the world around them. We want to deliver a curriculum that makes our children to be amazed at our world around use, how it has evolved and the impact it has on our lives.</p>	
Measured by....	Pupil Voice	Evidence in Knowledge and Skills
	<p>We use pupil voice regularly to identify a range of information: levels of enjoyment, retention of information, monitoring of teaching & learning and experiences that they have had.</p> <p>Our children will talk confidently about their learning, their lessons and show an interest in this. We also expect our children to talk about their prior experiences and learning and be able to link this.</p>	<p>Evidence of children's knowledge and skills will be evident in work produced in their books, on displays and through pictures/videos. In Geography, we use an assessment sheet to identify the level that each children achieves against each lesson objective. Children are identified at emerging, secure and exceeding. Progression across subjects is crucial and learning will be built on though their learning When reporting to parents at the end of the year, teachers will make a judgement against the areas of working towards, expected, working above.</p>