

Subject on a Page- Geography

Intent – we aim to...



Teach skills that progress from year 3 to year 6

Provide pupils with opportunities to develop a confident grasp of key geographic skills, and the vocabulary to speak about Geography with authority and accuracy

Develop our core 5R Values

Prompt and develop answers to questions about the natural and human aspects of the world.

Educate children about the geography of their locality; ensuring children understand why the settlements of Branston and Lincoln have developed and maintained.

Equip pupils with knowledge about diverse places, people, resources within natural and human environments, together with a deeper understanding of the Earth's key physical and human processes.

Develop knowledge and skills that can be transferred to other curriculum areas



Implementation – How do we achieve our aims?

Planning

Planning is organised through a 4-year rolling programme of Topics rooted in either Science, History or Geography learning. Within each academic year there is a discrete History / Geography topic, or there are elements of Geographic skills incorporated within a Science-based topic. Planning within Year 3&4 includes opportunities to re-visit and refine key skills that should have been taught in our feeder KS1 schools, as well as teaching and learning KS2 geographic skills.

Branston is located on a busy road linking Lincoln to Sleaford and has strong links to both localities both physically and financially. As a settlement, Branston has experienced consistent change and development since its recognition in the 1086 Domesday Book. Children can get a real sense of the importance of their local area, the reasons for its settlement and the impact humans have had upon it. Through exploration of the local area, children are able to recognize local landmarks and the key physical and human features of Branston and Lincoln, with mapwork and fieldwork at the core of our geographical learning.

Local Knowledge

Assessment

Geography is continually assessed throughout the year, based upon the learning objectives outlined in the 4-year cycle and mid-term planning. Coverage and learning is reviewed through Skills Booklets updated termly throughout a child's time at BJA.

Specific geographic vocabulary is outlined within the Topic Planning Booklet for each term. In a Geography led topic, such as 'Extreme Earth', topic specific vocabulary is included prominently in class displays for children to refer to.

Vocabulary

Values

Respect: We learn that the geography of the World and our closer locality relies on a balance of natural and human
Resilience: we learn that the Earth is resilient to changes in both the natural and man-made environment. We learn about how humans overcome challenges in a range of environments and terrains.
Reflection: Through our lessons, we reflect upon the changes that have made the geography of our world the way that it currently is and how our actions can influence the way that it may be in the future.
Relationships: We learn how the products that we consume are imported from all over the world and rely upon strong relationships for their availability. We learn that the welfare of social groups involved in this process should reflect the concept of 'Fair Trade.'
Responsibility: the well-being of the world around us is very important. We learn about how to protect our planet's well-being and therefore our own.

Extra Curr Opps

There are currently no extra-curricular opportunities for Geography within BJA, although the school does signpost out-of-school organisations, such as Beavers and Cubs, that include elements of Geographic learning within their activities.

SEND

Our children with SEND access the Geography curriculum via their teacher's assessment of their specific needs. Lessons are carefully planned and resourced so that all children can access their learning at an appropriate level that engages them. As our curriculum is progressive and develops across the year groups, teachers are able to structure learning to support learners working at different levels to their chronological age. We believe that just because a child has a special educational need in Reading, Writing or Maths, it should not impair them from developing a strong range of key skills and knowledge in Geography.

Impact – How do we know if we've achieved our aims?

Skills Booklets show the progression of taught skills.

Children can talk confidently about that which they have studied and learned, using geographical vocabulary and terms.

Children can tell us how they demonstrate our 5Rs Values in Geography.

Children are able to use a range of age-appropriate resources to answer questions about geography.

Children are able to explain why settlements developed in Branston / Lincoln, with reference to geographic features both natural and human.

Children are able to use a range of maps, atlases, globes and apps to locate their region of study. They can describe the difference between human and physical geographic features.

Children are able to use compass directions to compare locations and to describe a route.

