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| **Rationale for Geography** |
| **‘I can do all things through Christ who strengthens me' – Philippians 4v13**  We have a vision for everyone at Bridgemere to be lifelong learners; trying their best, enduring tough times with hope and courage and being open to new experiences.  We believe that God helps us to grow, especially through challenges, we therefore value resilience. In order to flourish, we aim to support every child and adult with the diverse challenges of everyday life.  **perseverance, creativity, trust, compassion, friendship, community, responsibility, thankfulness** |
| What are the key drivers in shaping the Geography curriculum?  Our Geography curriculum links children’s learning as possible to their home, school and wider world surroundings. This is done through case studies and topics that grab children’s attention and passion for learning. It relies upon a balance of skills and knowledge with a careful balance between the two carefully maintained in all year groups. Connections between topics allow for the application of prior learning and children to discover connections between different places and cultures. |
| What data or information do you use to plan an appropriate curriculum?  Data analysis for Geography is done through the use of pre and post assessment tasks. Target Tracker is used alongside these tasks, where each class teacher assesses each individual in their class against a list of objectives, compiled of a mixture of knowledge and skill objectives. This is then assessed in both start and end of topic assessments, where appropriate. Objectives link to our own Geography topics with skills and knowledge taken from the National Curriculum at the relevant year groups. |
| How did you design the Geography curriculum?  The Geography curriculum is designed in a progressive manner, starting local and ending global. Using our curriculum policy, it builds upon the prior learning of children to gradually and progressively grow their understanding of the world around them, on a bigger and bigger scale. Key vocabulary, people and events are also taught in each unit to ensure children have a good understanding of technical language linked to the subject as well understanding its origins through time. |
| How are you sequencing the content to ensure that it develops pupils’ knowledge, skills and understanding progressively?  Content is sequences progressively, from our youngest children learning about their own locality to Year 5 and 6 children focussing on whole world issues such as global citizenship. Skills and knowledge are taught progressively, building upon previous years’ work to further and deepen children’s understanding. Some content is also taught at various points due to the level of maturity required to discuss and learn about certain topics. |
| How are do you ensure the Geography curriculum prepares the pupils for their next stage in learning?  Our Geography curriculum is built upon depth of learning. Children partake in topics which focusses on Geographical knowledge and cross-curricular link. Geography specific lessons are taught to ensure the understanding of skills and knowledge of Geographer using exciting and interesting lessons. This ensures that subject knowledge is retained and allows teachers time to really drill down into a subject rather than having to simply settle for superficial learning. Topic by topic, children build a wide and mature understanding of the world around them ensuring they leave the schools in our trust ready for their further learning at secondary school. |
| How are the school’s values built into the Geography Curriculum?  The school’s Christian values are interwoven into Geography. The belief that skills and knowledge come hand in hand is a core value and relates extremely well to the Geography curriculum that has been assembled. Also, the desire to prepare learners for the real world following their education has been put at the fore front; topics covered in geography are there to grab children’s attention, peak their interest and encourage them to find out more using transferable skills taught through this curriculum. |