



GEOGRAPHY

Subject Leader - Vicky Hilton

INTENT

At Britannia Bridge, we give each and every one of our children a **high-quality Geography** education, by equipping them with the **essential, transferrable knowledge and skills** and **cultural capital** they need for High School, regardless of their range of starting points and any barriers to learning.

Our aim is to inspire our children with a **curiosity and fascination** about our world and its people, which will remain with them for the rest of their lives. We aim to equip all our children with sound understanding of **diverse places, people, resources (natural and human)** and our Earth's key processes.

As a school, we aim to ensure that all our children also develop a wide range of Geography **skills (such as map-reading, data collection, analysis, fieldwork and problem-solving)** so that they are ready for their journey into KS3.

As some of our children have not had the opportunity to visit as many locations as we would like, we provide **highly-valuable experiences**, through our Geography curriculum, and we are fortunate to have the support of our families and volunteers, who regularly assist with **visits to locations** and by **sharing their experiences and culture**.

When they leave Britannia Bridge, our children are also able to **interpret a range of sources**, including maps, diagrams, globes, aerial photographs and Geographical Information Systems. Our aim is that they can also **communicate Geographical information** through maps, quantitative skills and by writing at length.

Our **HEART Core Values** underpin our children's learning in Geography (Happiness, Encouragement, Aspiration, Respect, Teamwork):

Happiness: our children **thoroughly enjoy** their learning, research and Fieldwork, in Geography, and they themselves **want** to know and remember more.

Encouragement: they use their **Growth Mindset**, within each Geography session, and understand that they can use their research skills to find out what they **don't know YET** about our world and its people.

Aspiration: our children leave us with the essential Geographical knowledge and skills that they require to **study Geography at KS3 and beyond, into their adult lives and future occupations.**

Respect: we aim for each and every one of our children to leave us with **respect for our local, national and global environments** and the **people** who live there, without stereotyping.

Teamwork: we aim for our children to leave Britannia Bridge understanding that for **local, national and global communities to function successfully**, a collaborative approach is vital.

IMPLEMENTATION

Our teachers plan Geography learning using our bespoke Progression Documents, based on the National Curriculum and Early Years Framework.

We network with other schools to 'magpie' and share excellent Geography practice.

Our Curriculum Leader monitors and evaluates our Geography curriculum to make sure that it is the best it can be for our children. He/she is supported by our Curriculum Leader and our Governing Board review our Geography curriculum, termly, to ensure standards are continually improving. This is done through Subject Leader Presentations to Governors and Progress Reports/Impact Statements.

Our Geography curriculum has clear end points identified plus previous and future learning.

Our Geography curriculum is based on a cyclical approach and involves regular Retrieval Activities to ensure 'sticky learning' of essential Geographical knowledge and skills.

Our Geography curriculum is enriched by a wide range of inspiring visits/visitors and Fieldwork opportunities. Please see our website for specific examples.

Our Early Years Curriculum is underpinned by high quality adult/child interactions and sensory learning. Our children's personal interests inform our planning, to inspire our youngest learners and outdoor learning is integral. Please see our Geography Progression Documents from Nursery 2 to Year 6.

Our Geography curriculum is adapted to the individual needs of all our children, based on their wide range of starting points, preferred learning styles, next learning steps and range of experiences.

Growth Mindset underpins Geography, for our Britannia Bridge children, developing their perseverance, resilience and ability to be cooperative learners, who encourage each other.

Our Geography Enquiry Approach, including Enquiry Questions and Dig Deeper Challenges (based on Bloom's Taxonomy), encourage all our children, regardless of starting points, to use their higher order thinking skills (to be critical thinkers and to apply their essential knowledge and skills).

We have a consistent approach to vocabulary development in Geography (VIV- Very Important Vocabulary) to ensure our children develop a wide, aspirational repertoire of vocabulary to take with them into their adult life.

Our Geography Assessment is robust and informs planning and pupil progress tracking. We use a range of assessment methods (including End of Unit Quizzes) to ensure that our children know more and can do more.

Our Britannia Bridge Geography Knowledge Organisers make essential knowledge and skills clear, for all our children. We aim to roll this approach out to all subjects, this academic year.

IMPACT

Our children leave us with **essential, transferrable knowledge and skills** and **cultural capital** linked to Geography – they know more, remember more and can do more in Geography. They start their High School journey as **strong, inspired** and **curious** Geographers. They take with them, to KS3, a wide range of Geographical **skills** and **first-hand experiences**. They can **interpret** a range of **Geographical sources** and can communicate Geographical information, ready for the next phase of their Geography learning journey, at secondary school.

