

Our School Curriculum

Our aim is for all students to be prepared for the next stage of their education by having the confidence and aptitude to make their own valuable contribution to their community. We want to prepare our students to be ready to meet new challenges with resilience and strong mental well-being, and to develop student independence by ensuring their 'love for learning' continues throughout their time at Withington. We have a core curriculum that engages and suits the needs of all our students and our wider curriculum creates a culture of participation, opportunity and ambition. We have broken our curriculum down into a 'Head, Hands and Heart' approach. Each of these is explained below.

The Head – this area of the curriculum focuses on a child's knowledge and understanding. We look at what the children already know and how we can build upon this. Our focus is that the children's knowledge and understanding is relevant to them, taking into consideration their background, cultural capital, the area they live and their own strengths and barriers to learning.

The Hands – this area of our curriculum focuses on a child's skills. We give opportunities for the children to use and apply the knowledge and understanding that they have developed.

The Heart – this area of the curriculum focuses on a child's learning behaviour. We look at enthusiasm and passion for learning, their ability to work collaboratively with others and their ability for reflections and self-improvement.

Some aspects of learning within our school will focus on one specific area although the majority will encompass all areas of the 'Head, Hands and Heart' approach with a holistic learning experience. As a school, we recognise that there is no 'right way' for a child to learn and that each child's learning experience needs to be catered to their individual needs.

As well as creating a holistic learning experience where we can effectively meet the needs of our learners, we believe that our 'Head, Hands and Heart' curriculum also gives children the best opportunities to succeed and fulfil their potential. We feel it helps to prepare children for the challenges they are currently facing but also for the future both education and as they move into their adult life.



National Curriculum - Geography

Purpose of study: A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about

diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time

Aims: The national curriculum for geography aims to ensure that all pupils:

- ♣ develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- ♣ understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- ♣ are competent in the geographical skills needed to:
 - ♣ collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - ♣ interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - ♣ communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Geography – Intent, Implementation and Impact.

Intent

Our Geography curriculum is designed to develop children's curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

Children investigate a range of places – both in Britain and abroad – to help develop their knowledge and understanding of the Earth's physical and human processes. We are committed to providing children with opportunities to investigate and make enquiries about their local area of Hereford so that they can develop of real sense of who they are, their heritage and what makes our local area unique and special. We also developing the children's ability to apply geographical skills to enable to confidently communicate their findings and geographical understanding to a range of audiences.

Through high quality teaching, we develop the following essential characteristics of geographers:

- An excellent knowledge of where places are and what they are like, both in Britain and the wider world;
- An comprehensive understanding of the ways in which places are interdependent and interconnected;
- An extensive base of geographical knowledge and vocabulary;
- Fluency in complex, geographical enquiry and the ability to apply questioning skills, as well as
- effective presentation techniques;
- The ability to reach clear conclusions and explain their findings;
- Excellent fieldwork skills as well as other geographical aptitudes and techniques;
- The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current issues in society and the environment;
- A genuine interest in the subject and a real sense of curiosity about the world and the people who live here.

Implementation

In ensuring high standards of teaching and learning in geography, we implement a curriculum that is progressive throughout the whole school. Geography is taught as part of a termly topic, focusing on knowledge and skills stated in the National Curriculum. At Broadlands, we ensure that geography has the same importance given to it as the core subjects, as we feel this is important in enabling all children to gain 'real-life' experiences.

Impact

- Children will enjoy Geography lessons and look forward to finding out more about our world.
- The children will be encouraged to research independently to further their own enjoyment and fascination about the topic or subject.
- Evidence of work will show a range of topics covered, cross curriculum links and differentiated work.
- Standards in Geography will be high and will match standards in other subjects such as English. And Maths
- We have an ongoing monitoring system that helps staff ensure that all topics and skills are being taught in relevant year groups.



Withington Curriculum Content – Geography

Geography KS1

<u>Head</u>	<u>Hands</u>
Learners can name and locate the world's seven continents and five oceans.	Learners can draw around objects to make plans.
Learners can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	Learners can draw maps of real places and made up places.
Learners can understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country	Learners can observe and record information.
Learners can identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	Learners can take photos of interesting things and explain what the photos show.
Learners can use basic geographical vocabulary to refer to: ♣ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather	On a walk, learners can pick things up e.g. a stick, stone, leaf etc. and use them to create memory maps to show the journey.
Learners can use basic geographical vocabulary to refer to: ♣ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	Learners can study aerial photographs of the school and label it with key features e.g. school, church, park, shops
Learners can use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage	Learners can collect information about the local environment
Learners can use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map	Learners can draw and label pictures to show how places are different.
Learners can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key	
Learners can use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	
<u>Heart</u>	
Learners can communicate effectively with others	
Learners can effectively collaborate with others.	
Learners demonstrate that they can share their opinions and respect those of others.	
Learners show enthusiasm and commitment towards Geography.	
Learners have the ability to develop their own learning in Geography.	

Geography KS2

<u>Head</u>	<u>Hands</u>
Learners can locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	Learners can make a simple scale drawing
Learners can name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time	Learners can make a simple sketch map of human and physical features
Learners can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)	Learners can take photographs to create a map.
Learners can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America	Learners can follow a route on an OS map
Learners can describe and understand key aspects of: ♣ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	Plan a tour of the school, which includes a map/
Learners can describe and understand key aspects of: ♣ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	Learners can take digital photographs of the main features of an area and plot them on to a map to show the route using coordinates to show where these key features are
Learners can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Learners can undertake environmental surveys- litter, noise, likes/ dislikes, areas for improvement
Learners can use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	Learners can make a scale drawing using powers of 10.
Learners can use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	Learners can use digital mapping to locate places.

Heart

Learners can communicate effectively with others

Learners can effectively collaborate with others.

Learners demonstrate that they can share their opinions and respect those of others.

Learners show enthusiasm and commitment towards Geography.

Learners have the ability to develop their own learning in Geography.