

Our Vision Statement

‘Ask and it shall be given, seek and you will find, knock and the door will be opened.’
Matthew 7.7

For our community this simply means that with God’s help we can open doors to a brighter future. This is something that school aims to provide; the opportunity, confidence, ambition, curiosity and resilience amongst our community to do. Jesus commanded his followers to continually ask and seek with confidence that they will receive and find. For our community we aim to give them the confidence to ask questions, be curious, resilient and ambitious, knocking on the door to opportunity and it will be opened. We are to ask our Heavenly Father for the things we need and to keep asking with full assurance that He hears. We are to seek and keep seeking and to knock and keep knocking as He has promised that the door will be opened.

Our motto:

Believe to achieve, empowering a community of hope and aspiration

Our motto reflects the firm foundations we believe we give to our children. Children know that with God’s help their aspirations can be reached alongside their hard work and determination. It links to the barriers to learning faced by our pupils and reflects 2 of the key pillars to Christian Vision. The pillars of hope (aspiration) and community.

Our theologically rooted vision:

Working together to raise aspirations, empowering a community of hope. We seek to develop resilient, curious minds, inspiring all pupils to aim high and be ambitious in all that they do within our church school community.

Geography Intent Statement

Through teaching from the NC POS for geography we intend to build a geography curriculum that develops pupil learning and results in an acquisition of knowledge of the world around them so that they know more, remember more and understand more. Geography is about the understanding of the complexity of our world, appreciating the diversity of cultures that exist across continents and using this knowledge to help bridge divides and bring people together. It is about helping pupils to understand their world, their role in it and the responsibilities that come with it.

We intend to inspire children’s curiosity, raise aspirations and create resilience, fascination and interest to explore the world that we live in and its people, developing a life long love of geographical learning

Life is full of openings. Our children should not just look out into the world and become aware of its wonders or looking into and reflecting to see things more clearly and asking questions but to look through ‘doors’ and act or express this in terms of changing attitudes,

behaviours and thinking. Our geography curriculum will provoke thought, encourage our pupils to be confident to articulate, discuss, reason, give opinions based on geographical knowledge and to question.

We aim to provide a wide range of experiences, including those in the local environment, to encourage our pupils to become effective learners for life, through the fostering of our 6 key learning behaviours (resilient, inquisitive, collaborative, respectful and adaptable lifelong learners) ensuring children are ambitious for their futures, broadening their horizons and experiences beyond Billingham. These learning behaviours permeate through the geography curriculum so we know at the end of a unit we have met our intent.

We intend to equip children with geographical skills to develop their knowledge through studying places, people and natural and human environments. This seeks to deepen the understanding of the Earth's human and physical forms and processes.

We set questions or learning challenges such as 'Is there enough renewable energy?' and 'How can we find and capture the Iron Giant?' (Science link). Children cannot answer these questions immediately as they don't have enough knowledge about it yet. So we have to unpick the questions. The questions generate further questions.

In terms of overcoming the barriers to learning faced by our pupils we aim to:

- Build in end of unit days where parents are invited into school and children can showcase their learning.
- Provide opportunities for awe and wonder outside of the everyday of Billingham e.g. visit a river study, Lincoln, Magna, study land use and climate, renewable energy.
- Show pupils future career opportunities linked to geography and the geographical topics: eg. cartographer, recycling, conservation, surveyor, environmental science, meteorologist, land use patterns, coastal engineer.

Intent and order:

- Start in EYFS with exploring their familiar world – home and who lives with them. Get familiar with school setting. Explore seaside environment and compare to school.
- Y1 – start local area and human and physical features of our village of Billingham. Introduce London and Lincoln as a city in Lincs and other local towns that the children are familiar with. Investigate the school grounds (fieldwork on local level in school grounds and Billingham).
- Y2 – introduce countries that make up the UK and capitals. Human and Physical features of local towns: Boston and Skegness. Fieldwork in Skegness.
- Then introduce the 7 continents and 5 oceans and a small contrasting non European country (Brazil)
- Broaden knowledge of the world in KS2.

Implementation

To ensure high standards of teaching and learning in geography, we implemented a curriculum that is progressive throughout the school. Geography is taught as part of a topic

(alternating with history or linked to history or other curriculum areas such as science), focusing on the knowledge and skills stated in the National Curriculum. The geography curriculum is based on the National Curriculum which provides a broad framework and outlines the knowledge and skills to be taught in each key stage. Teachers plan lessons using the progression of knowledge and skills documents. These documents ensure the curriculum is covered and the knowledge/skills taught are progressive from year group to year group.

- Knowledge builds on knowledge. Strategies for retrieval practice are scheduled into learning regularly with increasing time lags between.
- Knowledge Organisers have been created for each geographical topic which outline knowledge (inc key vocabulary) for each topic. The promotion of a language rich Geography curriculum is essential to the successful acquisition of knowledge and understanding in Geography
- Lessons for each topic set out progression and depth.
- Challenge questions are provided for pupils to apply their learning in a philosophical/open manner.
- Children will access resources to acquire learning through atlases, text books, maps, digital technology and photographs. Children will use a range of secondary resources to develop their knowledge and understanding that is integral to their learning.
- Educational visits (including accessing the local area and beyond) and visiting experts are planned for which will enhance the learning experience.

Impact

Our Geography Curriculum is high quality, well thought out and is planned to demonstrate progression. We measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes;
- A celebration of learning which demonstrates progression across the school;
- Pupil discussions about their learning;
- Ensuring all our pupils are equipped with geographical knowledge and skills that will enable them to be ready for the next stage of their learning in KS3 and providing cultural capital enabling them to be ready for life as an adult in the wider world.