



Why Geography?



Connected Curriculum

A message from Mrs Powell

Geography is a key element of the connected curriculum due to the tangible and effective connections across subjects. Geography helps us to understand the world, its environments and the processes that create and affect them. Whilst geographical facts are learned children's natural fascination of the world around us is developed through practical approaches that breathe life across a network of subjects within the team. Outdoor learning and our focus on the global dimension and climate change are examples of this and it is great to be part of a team of staff that provide a breadth of study that is enjoyed.

Design and Do

The geography is a key thread within the connected curriculum. The curriculum has been shaped through the adoption and adaptation of the Edison curriculum.

Geography is taught as part of our humanities units and with strong connections to science, geography and our bespoke climate change – global dimension unit. Links to History is also made.

Our geography curriculum also develops key geographical skills including:

Collecting and analysing data; interpreting different sources of geographical information (such as maps, photographs, diagrams and globes); communicating geographical information in different ways.

Geography lessons develop our children's contextual knowledge of different global locations including their physical and human characteristics. Each year group has a country focus across the seven continents. Children can make connections between different processes and how they are interdependent, bringing changes over time, for example climate change.

Geography is carefully mapped and units are taught sequentially, building knowledge and skills through a combination of practical tasks and opportunities to apply key concepts and knowledge in different ways. Educational visits play an important part of geography with visits to woodland, the beach and outward bounds activities, utilising our grounds and the local area. Progression of knowledge and skills is mapped across progression rivers for the four geography strands: locations, human geography, physical geography and geographical skills.

Each geography lesson starts with a key question and follow a series of layers allowing children to show what they know, learn and do. This includes the development and use of geographical vocabulary.

Difference

As geographers, our children are equipped 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, fieldwork and map skills. As the children progress through the school, their knowledge about the world will help them to expand their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Children are able to ask questions, draw comparisons, explore and examine both physical and human characteristics. They become environmentally aware, knowing the difference they can make to the world around them.

Across lessons children 'can' show what they know against 'I can statements'. These are introduced at the start of a unit, revisited during the unit and used to review what they know and can do at the end.

Quizzes are used within this process to support children to recall and remember. Our children demonstrate geographical knowledge and skills at key milestones, for example, in investigating places; at Milestone 1 they can name and locate the world's continents and oceans. By Milestone 2 they are able to name and locate the countries of Europe. At the final milestone they are able to name and locate countries and cities across the world including in North and South America. Over time, children show that they remember more and remember well with outcomes at the final milestone reflective of advanced and deep knowledge. They are able to make connections and show a secure understanding of the world. They gain skills in fieldwork, map reading and orienteering through practical engagement and enquiry.

Our children become successful learners. They are active citizens with a secure understanding of geography locally, nationally and internationally, making links to their own heritage. They are confident geographers and effective contributors who engage readily in local and community projects. This includes recent links with Trust-links and inviting our parents and other visitors in to talk about their heritage. Trips and visits, locally and further afield, enhance their experiences and provide opportunities for application but also further discovery of the world. As an Eco- School children engage in environmental studies and climate change to a good level. This is evident in pupil discussions, partner talk in lessons and children's work in books and outside the classroom.

'Achieving Excellence Together'