

'Growing and maturing in our learning journey'



Geography

'They are like trees that grow beside a stream, that bear fruit at the right time, and whose leaves do not dry up. They succeed in everything they do.' Psalms 1:3

Intent

Implementation

Impact



WE WANT OUR PUPILS TO GAIN AN EXTENSIVE KNOWLEDGE OF DIVERSE PLACES, THE PEOPLE WHO LIVE THERE AND THE HUMAN AND PHYSICAL PROCESSES THAT OCCUR. ULTIMATELY, OUR AIM IS TO PRODUCE PUPILS WHO ARE WHOLLY COMMITTED TO THE NOTION OF GLOBAL CITIZENSHIP.



WE WILL DELIVER A SKILLS AND KNOWLEDGE BASED GEOGRAPHY CURRICULUM THAT IS PROGRESSIVE, AND ALLOWS PUPILS TO GAIN AN UNDERSTANDING OF THE PHYSICAL AND HUMAN CHARACTERISTICS OF GLOBALLY SIGNIFICANT PLACES; RECOGNISING THE INTERDEPENDENT, CHANGING PROCESSES THAT GIVE RISE TO THESE FEATURES.



CHILDREN ARE ENGAGED IN THEIR LEARNING AND CAN TALK PASSIONATELY AND CONFIDENTLY ABOUT THE GEOGRAPHY TOPIC THEY ARE LEARNING ABOUT AND THE IMPACT IT HAS ON THEIR LIVES, THE LIVES OF OTHERS AND THE PLANET AS A WHOLE.

Intent



At Spetisbury, we aim to deliver a high-quality geography curriculum which ignites a curiosity and fascination about the world and its people, and an understanding of the role that we all play in ensuring the future well-being of our planet. We want our pupils to gain an extensive knowledge of diverse places, the people who live there and the human and physical processes that occur. Equipped with this knowledge, they should develop a deep understanding of the interaction between human and physical environments and the impact this has had, and continues to have, on the Earth. Ultimately, our aim is to produce pupils who are wholly committed to the notion of Global Citizenship. As an integral part of ensuring this knowledge and understanding, we also aim to develop essential geographical skills which will enable pupils to collect data, interpret a range of sources of geographical information and communicate findings in a variety of ways.

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.

Implementation



Geography is delivered to the Reception children, through the Foundation Stage Curriculum (Understanding the World – People and Communities). In Key Stage One and Two, Geography is taught through planning linked to the National Curriculum. The units covered in each year are identified on our medium-term plans and our progression of skills document. Some elements of Geography are also taught through cross-curricular topics for example, English, Reading, Science, History and Computing, Design & Technology and Art. We will deliver a skills and knowledge based Geography curriculum that is progressive, and allows pupils to gain an understanding of the physical and human characteristics of globally significant places; recognising the interdependent, changing processes that give rise to these features. It will allow our children:

- To gain geographical understanding by placing their growing knowledge into different contexts: understanding their place in the world at a local, national and international level.
- To promote their understanding of what it means to be a positive citizen in a multicultural world, and to encourage commitment to a sustainable future.
- To be competent in the fieldwork and mapping skills needed: to collect, analyse and communicate data; interpret a range of sources of geographical information (such as maps, globes, diagrams, aerial photos and GIS); communicate geographical information in a variety of ways (such as maps, writing, graphs) In doing so, pupils will deepen their understanding of geographical processes.

To ensure that the teaching and learning in Geography in our school is of the highest standard, it will be monitored by our Geography curriculum leader.

Children are engaged in their learning and can talk passionately and confidently about the Geography topic they are learning about and the impact it has on their lives, the lives of others and the planet as a whole.

Impact

When referring to their own work, it is clear that their curiosities and geographical knowledge and understanding are being further developed through the enriched teaching and learning being delivered through our Geography curriculum.

