

Geography in our schools



Curriculum drivers

Relevance: Our children will have opportunities to experience geography first hand, they will study our locality and may attend trips to geographically significant places. We will select areas of study that are relevant and comparable to our own location. Areas of the curriculum will be sequenced by phase to develop skills and knowledge over time.

Curiosity: Our children will ask questions about the world they live in. They will be interested in their immediate environment and the people within it. They will be encouraged to explore changes in human and physical geography over time. Our children will be inspired by the world around them.

Knowledge: Our children will understand their place in the world and how this relates to the wider world. They will be able to use a map to locate places and use geographical vocabulary to talk about their learning. They will be able to apply their knowledge to geographical enquiries. They will be encouraged to build upon their knowledge, understanding and skills through the areas of locational knowledge, place knowledge, human and physical geography and geography skills and fieldwork.

Fluency: Our children will be able to discuss their learning using technical geographical vocabulary. They will be able to share their own experiences of geography clearly and will be able to debate the “big issues” in geography such as climate change.

Sequencing of content

Our areas of learning ensure that locational knowledge, place knowledge, human and physical geography and geography skills and fieldwork are embedded and built upon.

A range of key skills are taught across the phases giving opportunities to deepen knowledge and build skills.

Local geography is considered as part of our curriculum.

Big ideas

- We link all of our learning to our own place in the world.
- We are geographically curious—we ask our own questions.
- We recognise the important role we play in the “big issues” surrounding our world.
- The world around us is inspiring and we can learn a lot from it and the people within it.

Diversity

We will aim to give local geography as much importance in planning as world wide geography.

We will make use of our local community to support our learning of place and people.

We will ensure we plan comparison and wider locational learning carefully so as not to embed and re-enforce stereotypes and misconceptions for example socio-economic areas, race, gender or place.

We will celebrate the heritage and cultures of our school community.

Retrieval practice

Lessons will start with “I see, I think, I wonder” looking at a place in the world to provide opportunities for retrieval and application of vocabulary.

Children to have regular opportunities to practice their geography skills in other areas of the curriculum eg: travelling to a visit, story times, PE.

Remembering knowledge is celebrated through our “R” Resourceful.