



How we teach: Geography

Basic principles

1. For children to feel curiosity for the world around them and the desire to study different landscapes, places and cultures around the world.
2. For children to develop their use of key geographical skills using a range of sources or techniques.
3. For children to understand both the costs and benefits that humans can have on the planet and how societies and settlements have relied on natural resources in order to develop.

Curriculum intent model

1. Our curriculum is shaped and influenced by our curriculum drivers. These are our Christian ethos, our Aims and Visions, our desire to improve children's cultural capital and our ambitions for their later lives.
2. Cultural capital gives our students the vital knowledge they need to have the best chance at success in later life by increasing the likelihood of social mobility.
3. Our carefully selected breadth of Geography topics will ensure children build the knowledge and skills needed to achieve this.
4. Landscapes or locations are covered through a wide breadth of topics that will be revisited over multiple years to gradually build a deeper understanding and knowledge.
5. This will allow pupils to develop a level of mastery at the end of years of study, through the use of spaced repetition.
6. Children will develop as geographers through the use of primary and secondary sources and being given the opportunity to visit sites and places where they can practise their use of key field and survey skills.
7. Children will be able to make comparisons between their local area and other areas around the country or different areas in the wider world and, further up the school, suggest reasons for why this might be based on their knowledge of landscapes and the availability or lack of natural resources.

Implementation

1. Our curriculum design is based around the use of milestones taken from the Chris Quigley curriculum companions.
2. Our History curriculum is focused on the key milestones that children are expected to reach by the end of Years 2, 4 and 6.
3. Moving through each milestone, children will move through a range of basic, advancing and deepening understanding activities as they revisit each topic across a period of two years.
4. Topics are set out on a long term plan across KS1 and KS2 and teachers will plan collaboratively to ensure the correct progression for each year group.
5. They are carefully selected to ensure there is a broad coverage of different people, events and time periods for each milestone.
6. Geography should be taught as a specific subject in its own right for an hour per week, for the duration of the topic being studied (tbc). However, this slot is then rotated with History so that History will be taught instead for the duration of its topic, in the same way. This would then revert back to Geography again and so on.

Impact

1. Children develop key geographical skills and also field-based skills in order to locate, survey, understand and categorise places and landscapes.
2. In line with National Curriculum, children build a sound knowledge base about *places, people, resources and natural and human environments* around the world and understand and appreciate the difference and the diversity that underpin these. This will meet our Christian Aims and Vision about linking and understanding the global community, and building respect, tolerance and understanding.
3. Children will learn about the *Earth's key physical and human processes* so that they have an appreciation of the changes that have shaped the world they live in and understand how these processes can affect human life as well as other living things and their habitats.