

## **Subject Rationale - Geography**

### **Purpose of study**

At Landscore, Geography is about developing children's natural fascination about the world around them. We want children to understand the world, their place in it and their social and environmental responsibilities to the world we live in.

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.

### **Aims**

The National Curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
  - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
  - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

### **Intent**

At Landscore, we ensure that Geography is delivered in a practical and meaningful way by making links to our world as well as other areas of the curriculum through the delivery of our 'Themes'. We wish to foster children's curiosity and fascination about the world and its people. Through our Geography curriculum we aim to enable children to become lifelong geographers who understand the world, their place in it and their social and environmental responsibilities to the world we live in.

### **Implementation**

Geography is specifically taught as a main driver in at least three themes each year although there will be other times when Geography is also present as a secondary driver, as well as additional stand-alone sessions in order to ensure coverage of National Curriculum Geography objectives.

Teachers use key concepts and the National Curriculum content to ensure they are delivering sessions that build on children's knowledge and allow for the development of key geographical skills.

Throughout the Geography curriculum at Landscore, children will deepen their understanding of the interaction between physical and human processes and how this affects landscapes and environments. We

ensure that each lesson develops our pupils' thinking and decision making as this will help them to live their lives as knowledgeable citizens, aware of their own local communities in a global setting. Themes are cross-curricular and so children's work may be in a variety of books, however the majority of their work will be recorded in children's theme books.

Many contemporary challenges – climate change, food security, energy choices – are taught through a geographical perspective. We have whole school and community initiatives such as recycling schemes including Ellie's Fund and Ecobricks (both of which recycle 'unrecyclables'), renewable or green energy (such as the solar panels on our roof, eco-lights), Little Rotters (our recycling and composting team), a Forest School programme for each class, and whole school support of the Devon based charity, Edukid, through which we sponsor a child in Uganda to go to school (through, for example, each pupil having their own individual coin collection box, selling by the pupils of special Edukid wristbands as well as performing and visual arts Ugandan days, and special assemblies).

### **Impact**

Outcomes for Geography learning are planned to allow progression from Early years to Year 6.

As children progress up the school they will:

- demonstrate greater fluency with world knowledge by drawing on increasing breadth and depth of content and contexts
- extend from the familiar and concrete to the unfamiliar and abstract
- make greater sense of the world by organising and connecting information and ideas about people, places, processes and environments
- work with more complex information about the world, including the relevance of people's attitudes, values and beliefs
- increase the range and accuracy of pupils' investigative skills, and advancing their ability to select and apply these with increasing independence to geographical enquiry.