

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 etc.
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

Purpose of Study:

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 framework and approaches that explain the Earth's features at different scales are shaped, interconnected and change over time.

Our Geography curriculum is congruent with our schools' values: Successful Learners, Resilient Individuals, Responsible Citizens and our 13 Superpowers.

At Bradshaw Hall we believe Geography is an important part of the curriculum where pupils can become engaged and develop key skills. Geography is an exciting, relevant subject which can be seen in action in the daily lives of our pupils. There are many cross-curricular links to ensure pupils are able to see the subject in context of themselves and the lives of the community around them and the wider world.

In KS1 children will develop their knowledge about the world, the United Kingdom and their locality through naming and locating the world's seven continents and five oceans, naming, locating and identifying characteristics of the four countries and capital cities in the UK and its surrounding seas. They will understand geographical similarities and differences through studying the human and physical geography and identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. These studies will include using maps, atlases and globes as well as using simple compass direction and locational and directional knowledge to describe the location, features and routes on a map.

In KS2 the children will develop their understanding and knowledge of the UK further and will also learn about Europe, North and Central America and South America. It will include the location and characteristics of a range of the world's most significant human and physical features. During these studies the children will concentrate on the environmental regions, countries and major cities. They will name and locate counties and cities of the UK, key topographical features which include hills, mountains, coasts and rivers, and land-use patterns and have an understanding about how some of these aspects have changed over time. They

will begin to identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and time zones. Settlements, land use, trade links, volcanoes, earthquakes and the water cycle will also be studied. The studies will include using maps, atlases, globes and digital/computer mapping, they will use the eight points of a compass and four and six-figure grid references, symbols and key to build on their prior knowledge of the UK and the wider world.

Concepts

Concepts help children to have a deeper understanding of Geography and it flows through all of the topics:

Place – Begins with the class, school, grounds, local area, the UK and then wider a field as the children the children get into KS2. Every place has unique physical and human characteristics, which can be interpreted and represented in different ways.

Environmental impact and sustainability – The interactions between the natural and human environments and their effects on each other, particularly of change and its consequences. It examines the quality, management and care of environments, places and lives. It considers the responsible and exploitative uses of Earth's resources alongside responses to the degrading of natural and modified environments and damage to people's lives. It considers ways to improve people's futures and Earth and the ethics of doing so. Exploring sustainable development and its impact on environmental interaction and climate change.

Environment (physical and human processes) - Relates to the land and oceanic surface of Earth, its geology and its atmosphere. It includes the range of Earth's natural and people-created features and the natural and human actions affecting the world. It explains the processes that create and change natural, built, modified and social environments. This concept helps us predict and plan what might happen next.

Space – Understanding the interactions between places and the networks created by flows of information, people and goods. Knowing where places and landscapes are located, why they are there, the patterns and distributions they create, how and why these are changing and the implications for people.

Scale – Appreciating different scales – from personal and local to national, international and global. Making links between scales to develop understanding of geographical ideas.

Interconnections/Interdependence – Focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways.

Cultural diversity and awareness – Appreciating the diversity of cultures that exists across continents.

Geography is valued as its own integral subject and as part of the broad and balanced curriculum. In some cases, Geography is closely linked to the History topics.

Application of the Geography Curriculum:

PLANNING

QUESTIONING

Teachers consider the above aims and purpose of study and use the Bradshaw Hall Knowledge and Skills Progression Map to generate relevant and appropriate questions against National Curriculum expectation. A Big Quiz has been developed by teachers of each year group, so that it can be used to recap previous learning and helps children to remember more and make the necessary links between their previous learning and new learning.



DEVELOPING A UNIT OF WORK (Mapping of the learning journey)

Lessons are planned to immerse children in work that provides real depth of study. A knowledge organiser is provided that the children fill in as they move through the objectives to ensure children are understanding key vocabulary, knowledge and skills.

Each unit of work is developed to answer an overall question which is addressed through individual key questions and learning objectives.



Quality Source Material is Researched and Developed

Supplementary materials: video clips, data, photographs, aerial photographs, maps, atlases, globes etc. are carefully selected in order that the questions can be explored more interactively.



Knowledge and Enquiry Lessons **LEARNING AND OUTCOMES**

Inter-connectivity of knowledge and skills between subjects will be interwoven to provide the bigger picture of children's learning.

Enrichment to add coherence and motivation through the curriculum may be utilised through art work, drama, the development of multi-media presentation, design and technology. For example, creating a 3D map.

Fieldwork connects learning in the classroom with the complexity of the real world. It involves making observations, collecting and analysing data, and describing their findings about the environment around them. This immersion in thinking about relevant features makes the knowledge stick in their memory.

Children are encouraged to communicate their findings in a multitude of ways through: TV/news report, radio broadcasting, adverts, fliers, displays, posters, slogans, blogs, drama and other written and verbal forms.

Outcomes can also be seen through children reflecting on shared/group activities where a written outcome was not appropriate. For example, A photograph of children defining the space through a drama activity is then reflected upon through comments from the children.



EVALUATION & PEER REVIEW

Children will add their own reflections through feedback in relation to key questions that they have answered. Their final piece of work will answer the main key question, which was presented to them at the start of the unit.

MARKING

- Underline in pink key vocabulary and key learning related to the lesson objective
- Misconceptions addressed which are challenged by teachers and responded to by the children
- Further challenge/reflection provided at the end of the lesson, to be completed in the following lesson (where relevant)