



Geography at Rodbourne Cheney Primary School



“The study of geography is about more than just memorizing places on a map. It’s about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it’s about using all that knowledge to help bridge divides and bring people together.” Obama

At Rodbourne Cheney Primary we propose to:

- Create confident geographers and prepare them for the next stage of their journey and beyond.
- Allow children to develop key geographical skills, including the gathering, communication and critical analysis of data and sources of information.
- Create deep-seated learning and skills, as a permanent foundation for the next steps in progression.
- Challenge children to research information and think for themselves, give reasoned answers, work independently,
- Be socially aware of local and global geographical issues, and develop good resilience and attitudes to learning.
- Create enjoyable, engaging, memorable learning experiences.
- Give children the opportunity to consider and apply cross-curricular learning.

‘Geography is the subject that holds the key to our future.’

Intent

At Rodbourne Cheney, we want to ensure that our geography curriculum is fascinating, inspiring and able to provoke a sense of curiosity amongst our pupils in order to enable them to learn and gain an appreciation about the natural and human worlds around them. We aim to equip pupils with knowledge and understanding about diverse places, people, resources and natural, human and physical environments.

Throughout the school year, we provide a number of geography based whole-school topics that have been designed to make cross-curricular links in children’s learning. As pupils progress, we seek to provide them with a deep understanding and a range of knowledge, including key vocabulary so that children are confident and able geographers.

We provide a number of opportunities for geographical resources to be incorporated into pupil’s learning and we endeavour to provide educational visits to geographical sites to promote the knowledge and love of learning of geography in our pupils.

Our curriculum will aim to inspire, engage facilitate our children to become inquisitive, resilient and challenging thinkers and active global citizens with the confidence to use, and build on, their cultural capital, learning and experiences - both inside and outside of the classroom. We believe this all of these things will ensure our children are equipped with the skills of a geographer and be well prepared for the next stage of their education.



Implementation

The Geography Subject Leader leads and oversees the subject, to promote sustainable, continuous improvement by leading a regular programme of monitoring, evaluation, review and sharing of good practice.

The curriculum incorporates the statutory requirements of the Geography programmes of study from the National Curriculum and other experiences and opportunities, which best meet the learning, and the developmental and aspirational needs of the children in our school.

The teaching, learning and sequencing of the Geography curriculum will follow and include:

- A stepped progression that will build on and consolidate prior knowledge and skills, arching across the Early Years Foundation Stage (EYFS) curriculum, though the Key Stage 1 (KS1) and Key Stage 2 (KS2) National Curriculum. This should be a foundation for the Key Stage 3 (KS3) curriculum.
- A curriculum which looks at the local geography of Rodbourne Cheney, to Swindon, and then to the regional, national, European and global.
- Cross curricular links to the wider Rodbourne Cheney Primary curriculum, providing opportunity to re-visit and expand on prior learning, facilitating greater knowledge and skills retention.
- A blocked curriculum map detailing three units of Geography per annum.
- Planning for each block and year group, which identify hooks, vocabulary, prior learning, learning objectives, skills and knowledge to be incorporated into each unit of work.
- Knowledge Organisers for each block of work and year group, which identify key vocabulary, target embedded 'sticky' knowledge. These will be used by teachers and students throughout the units of work, and will also be shared with parents.
- Utilising local resources and the locality to bring the outside world into the children's classrooms and make teaching and learning experiences engaging, varied and memorable. This will include use of our large field, pond, trees, local streets, shops, etc.
- Disciplinary knowledge woven into the curriculum will incorporate:
 - Data gathering
 - Critical analysis, consideration of data, sources and resources - including the use of compasses, maps, atlases, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) e.g. OS / Google maps.
 - The collection / preparation of data, maps, diagrams with increasing accuracy.
 - The use of symbols and grid references in maps - with increasing complexity and accuracy.
- Teachers will use effective Assessment for Learning strategies within their teaching to ensure misconceptions are highlighted and addressed. The use of KWL grids and children creating their own individualised double page spread knowledge organiser will support with the assessment of children's understanding of their unit of work.



EYFS

In EYFS, children will begin to develop their understanding of the world around them via their integrated 'Understanding the World' and 'The Natural World' Early Learning Goals (ELGs), which will be woven into their daily learning opportunities and environment.

Impact

The Geography curriculum will:

- Pupils gain strong geography knowledge and understanding and have an extensive base of geographical vocabulary. The firm foundation of factual and disciplinary knowledge will create a smooth transition to their next stage of their education
- Lead pupils to be enthusiastic and passionate Geography learners, who have a sense of curiosity of the world, where places are and the people who live there.
- Provide opportunities for all children to explore the environment around them and understand the similarities and differences with other environments at different scales.
- Have a passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.