Intent

At Roose School, we are geographers. We want our children to love geography and have an understanding of the world and their place in it. We want to ensure that through Geography, pupils are able to explore the relationship between the Earth and its people through the study of place, space and environment. In Geography, pupils in our school will learn the skills of understanding locational knowledge; how and where people fit into its overall structure. We also intend for children to become passionate and knowledgeable about our local community and beyond, by learning through experiences in practical and fieldwork activities.

Aims:

The national curriculum for history 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 such as Digimaps.
* communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Implementation

In ensuring high standards of teaching and learning in geography, we implement a curriculum that is progressive throughout the whole school. Geography has been planned alongside and to complement history and other subject topics in a single long term Humanities plan which covers all aims of the National Curriculum repeatedly to ensure retention and progression. Topics are designed to last for half a term.

It is important to us that geography skills and understanding progress during a child’s journey through school. We begin in EYFS and year 1 studying our local area and as children move through the school, the topics begin to encompass a wider area, ending with in depth studies of the world and specific areas in it.

Vocabulary and understanding is important to teaching and learning geography so we ensure new vocabulary is taught and displayed for use in the classrooms on the walls and using learning mats on the tables.

Map skills are vitally important in geographical skills and a progression map has been written to ensure children explore and understand a variety of maps and have the opportunity to create their own.

Progress is assessed at the end of each half term using a RAG document to ensure children who need targeting are supported and extended.

Monitoring of geography is undertaken annually by the subject lead to ensure coverage, quality of work and progression. This is then shared with all staff and governors including actions to ensure we are continually improving.

Impact

Children begin new topics with a mind map to demonstrate any prior knowledge they have of the specific topic. This is revisited at the end of a topic where children love to show how much they have learned and understand.

The main impact and measure of this is to ensure that children at Roose are equipped with geographical skills and knowledge that will enable them to be ready for the curriculum as they progress through our school, at Key Stage 3 and for life as an adult in the wider world.

We want the children to have thoroughly enjoyed learning about geography, therefore encouraging them to undertake new life experiences now and in the future.