

# Geography

## Curriculum Intent

**'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.'**  
*(National Curriculum, 2014)*

At Green Ridge, we believe that Geography helps to provoke and answer questions about the natural and human worlds, encouraging children to develop a greater understanding of their world and their place in it. It helps to develop a range of investigation and problem-solving skills that are transferable to other curriculum areas and which can be used to promote children's spiritual, moral, social and cultural development. Geography is, by nature an investigative subject, which develops an understanding of concepts, knowledge and skills.

We believe that teaching should equip pupils with knowledge about diverse places (both in Britain and abroad), 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. We want our children to gain confidence and practical experiences of geographical knowledge, understanding and skills that explain how the Earth's features at different scales are shaped, interconnected and change over time.

We are committed to providing children with opportunities to investigate and make enquiries about their local area of Aylesbury and Buckinghamshire so that they can develop of real sense of who they are, their heritage and what makes our local area unique and special. We also develop the children's ability to apply geographical skills to enable to them to confidently communicate their findings and geographical understanding to a range of audiences.

What are our **aims** of teaching Geography? *(Taken from National Curriculum, 2014)*

- **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.

Through high quality teaching, we develop the following essential **characteristics** of geographers:

- An **excellent knowledge of where places are** and what they are like, both in Britain and the wider world;

- An comprehensive understanding of the ways in which places are **interdependent and interconnected**;
- An extensive base of **geographical knowledge and vocabulary**;
- Fluency in complex, **geographical enquiry** and the ability to apply questioning skills, as well as effective presentation techniques;
- The ability to reach clear conclusions and **explain their findings**;
- **Excellent fieldwork skills** as well as other geographical aptitudes and techniques;
- The ability to express well-balanced opinions, rooted in very good knowledge and understanding about **current issues in society and the environment**;
- A **genuine interest** in the subject and a real sense of curiosity about the world and the people who live here.

What are the **key strands** underpinning our geography curriculum?

Geography is divided into **three main strands** that represent the main elements of primary school geography:

**Geographical knowledge** of locations, places and features involves studies at a range of scales from the local to the global. Locational knowledge is included here in two dimensions:

- The UK and local area
- The world and continents

**Geographical understanding** provides rich opportunities for exploring the interaction between people and the environment as a dynamic and multifaceted process in contexts that children can understand. Two main traditions are identified:

- Physical themes, which explore the processes that operate in the natural world
- Human themes, which consider the way that people respond to places

These two strands can be brought together through the study of people and places and provide opportunities for considering issues to do with sustainability and the environment. This dimension also provides the opportunity to consider the environmental perspectives of geography, such as sustainability.

**Geographical skills and enquiry** focuses especially on skills that children need to develop as they become increasingly familiar with geographical modes of thinking. Children should be expected to increase the range and accuracy of their investigative skills and be able to apply them with increasing independence. The two dimensions are:

- Map and atlas work
- Fieldwork and investigation

**In summary...**

Geography is a fantastic subject with extraordinary educational potential for informing future citizens. It challenges pupils with 'real world' issues from the local to the global. To prepare children for the next stage of their geography education in Key Stage 3, at Green Ridge, we want the children to leave us being able to:

- develop age-appropriate, accurate knowledge of the location, physical and human characteristics of a wide range of globally significant places including terrestrial and marine locations;
- use this knowledge to provide a geographical context to study and understand the actions of important geographical processes;

- understand that these processes give rise to the key physical and human geographical features of the world, how these are interdependent and how they bring about variation and change to the geographical landscape;
- to be able to use geographical vocabulary which is appropriate and accurate, and which develops and evolves from EYFS to KS1 and through to KS2;
- collect, analyse and present a range of data, gathered through experiences of fieldwork, to deepen understanding of geographical processes;
- use and interpret a wide range of sources of geographical information, including maps, diagrams, globes and aerial photographs;
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length
- broaden their spiritual, moral, social and cultural development, helping them to have a greater understanding of their place in the world, and their rights and responsibilities to other people and the environment