



Thomas Bullock Academy

Geography



'Without Geography you're nowhere' Jimmy Buffett

Geography Vision

At Thomas Bullock CE Primary Academy geography should be fully inclusive to every child. Our aims are to fulfil the requirements of the National Curriculum for Geography; providing a broad, balanced and differentiated curriculum. Through geography children deepen their appreciation of their faith. They understand that they are called to look after and protect the world God has given us. 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. (The 2014 National Curriculum in England)

The aims and objectives of geography are in line with the National Curriculum. We aim to make sure children:

- are inspired to discover more about the world
- 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:

Our Geography curriculum offers children a powerful way of seeing the world. It aims to inspire our pupils' curiosity and fascination about the world and its people, in order to enthuse them as global citizens. Geography isn't just places on a map. It's global connections and incredible creatures. It's people and cultures, economics and politics. It is essential to understanding our interconnected world. Throughout the curriculum space, place and scale are at the heart of the subject, and embedding these concepts into lessons will enable children to continue on their journey to become critical geographical thinkers. Children are able to view the world through the lens of our Christian values and how these might be used to understand the geographical issues which face their generation and know appropriate responses to them, such as informed choice regarding current environmental issues e.g., limiting the use of plastics. Objectives for lessons are underpinned by the National Curriculum.

Implementation:

To ensure high standards of teaching and learning in geography, we implement a curriculum that is progressive throughout the whole school. We ensure that geography has the same importance given to it as the core subjects, as we feel this is important in enabling all children gain 'real-life' experiences. It can be studied contextually within a larger unit of study deepening understanding through cross-curricular links.

In our Early Years:

Early Years explores geographical themes and content through the Understanding of the World strand of the EYFS curriculum. This involved guiding the children to develop sense of their physical world, as well as their community, through opportunities to explore, observe and find out about people, places, technology and the environment. They are assessed according to the Development Matters Attainment targets.

In Key Stage 1 pupils are taught to:

Begin to develop a geographical vocabulary by learning about where they live, as well as one other small area of the United Kingdom and a small area in a contrasting non-European country. They will learn about weather patterns in the United Kingdom and hot and cold areas of the world. They will use ICT, world maps, atlases and globes, simple compass directions, aerial photographs and plans, as well as simple fieldwork and observational skills.

In Key Stage 2 pupils are taught to:

Expand on their previous knowledge within the three focus area. **Locational knowledge** examines latitude, longitude and time zones. Your child will use maps to focus on Europe, North and South America, concentrating on regions, key physical / human characteristics, countries, and major cities. They will also work on locating the counties and cities of the United Kingdom, and start to explore their human and physical characteristics.

Children also examine geographical similarities and differences by comparing the geography of a region of the United Kingdom with a region in a European country, and with a region in either North or South America. This is part of the **place knowledge** aspect of the curriculum. They will be given the opportunity to visit for example rivers and coasts. For **human and physical geography**, your child will be taught to describe and understand key aspects of geography, for example: climate zones, rivers, mountains, volcanoes, earthquakes, the water cycle, types of

settlement, economic activity and the distribution of natural resources. Children will develop the ability to form viewpoints and evaluate a range of concepts related to climate change, energy and deforestation.

Impact

As an inclusive school, we recognise the need to tailor our approach to support children with Special Educational Needs as well as those who would benefit from further enrichment and challenge. We strive to create a supportive and collaborative ethos for learning by providing investigative and enquiry based learning opportunities. Emphasis is placed on investigative learning opportunities to help children gain a coherent knowledge of understanding of each unit of work covered throughout the school.

Cultural Capital links to Geography

Cultural capital is the accumulation of knowledge, behaviours, and skills that a student can draw upon and which demonstrates their **cultural** awareness, knowledge and competence; it is one of the key ingredients a student will draw upon to be successful in society, their career and the world of work. Cultural capital promotes social mobility and success in our stratified society.