What makes our Geography curriculum exceptional?

1. It is underpinned by aims, values & purpose.

Geography matters because in our diverse society children need more than ever before, to understand other people and cultures.

e.g. ***Article 29 UN Convention of Rights of the Child:*** *Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.*

Lessons are based on the Guiding Principles of Rickmansworth Park School:

-To provide an education which develops the whole child.

-To provide a broad and balanced curriculum with a strong focus on enrichment opportunities.

-To teach children to understand their own rights and to respect the rights of others.

2. It develops the whole person – knowledge, skills, understanding & attitudes.

Skills – children learn to observe and interpret the environment, communicate their findings in drawings, charts and diagrams, undertake fieldwork, record and analyse data using ICT

Knowledge – understand distant places and environments, recognise how people from all over the world are linked through travel and trade, study different places, and learn about major rivers, mountains and cities.

Understanding and Attitudes – consider environment issues and develop a multicultural understanding.

3. It is broad and balanced.

Throughout the Key stages, children are taught a range of geographical skills

All aspects of the National Curriculum are covered.

Children gain an understanding of their place in the world. They look at how other people live across the world and develop an appreciation of their own lives.

Y3 study the location and human/physical features of Rio de Janeiro and South-East Brazil

Y4 study the location and features of the Amazon, situating it within the globe and the South American continent and compare and contrast it with South-East Brazil

Y5 study the names and locations of the world's principal mountains, volcanoes and areas at risk from earthquakes

Y6 study the location and features of the UK and their local region when seen at a range of scales, from the global to the immediately local

4. There is clear progression in subject knowledge and skills.

The Oddizzi scheme of work ensures coverage and progression across the school. Teachers use a progression of skills document and our concept learning journeys when planning their lessons.

There is a balance between, place knowledge, fieldwork, and map skills, physical and human geography.

5. It is filled with rich first-hand experiences.

Staff work incredibly hard to enrich the Geography curriculum:

Reception go for a walk around the school and draw maps when they walk to the library.

Y1 walk around the school grounds to look for evidence of the changing seasons.
Y2 look at different types of houses in Rickmansworth.
Y3 examine data to learn about different climates
Y4 walk around Rickmansworth to look at the variety of transport that links us to other areas. They are also hoping to plan a visit to Kew gardens
Y5 visit Rickmansworth High Street to learn about the variety of shops which cater for the local community. They also use Google Earth to visit peaks of famous mountain ranges
We use Digimaps for Schools which gives teachers and pupils online access to maps and aerial imagery.
Y6 interview local residents to see if the amenities of Rickmansworth meet the needs of the local community.

6. It is flexible and responsive to individual needs and interests.
Children talk about their holidays and we link this to work about the world.
Teachers take the opportunity to use the knowledge of children who come from another country, e.g.France, Spain, China

7. It has an eye on the future and the needs of future citizens.
Children develop an attitude and form opinions about current issues, appreciate tensions and uncertainties and consider the future of the world and its people, e.g. global warning, sustainability
Use of interactive white boards, digital cameras and the internet allow our children to record and interpret the world in new ways.
Children have also experienced:
Google Expeditions, Oddizzi Virtual field trips, for example, Y5 visit Mount Everest and Year 4 visit the Amazon Rainforest!

8. It encourages the use of environments and expertise beyond the classroom.
Fieldwork gives our children direct experience of the real world.
Y1 walk around the school grounds to look for evidence of the changing seasons.
Y2 look at different types of houses in Rickmansworth.
Y3 visit the Aquadrome and interview local residents to discover who uses it and why.
Y4 walk around Rickmansworth to look at the variety of transport modes that links Rickmansworth to other areas. They also visit the River Chess and observe its physical features using a range of methods (sketch maps, plans and graphs, and digital technologies). They then compare it to the Amazon.
Y5 visit Rickmansworth High Street to learn about the variety of shops which cater for the local community.
Y6 interview local residents to see if the amenities of Rickmansworth meet the needs of the local community. They also plan a UK road trip when they go on their school journey to Wales using maps and atlases.

9. It makes meaningful links between areas of knowledge across the curriculum.
Links are frequently made between Geography and History, e.g.
Y1 study the history of Lord Ebury's railway and visit walk to the railway when studying the local area.
Y3 study compass points when learning about magnets.

Y4 study the water cycle in Science when studying Rivers

10. It has a local, national and global dimension.
See curriculum overview.
Children develop an understanding that we are all interdependent global citizens with a responsibility to the planet and to each other, e.g.
Earth's resources –energy
ODDIZZI what is happening in the world this week

11. It is supported by high quality Subject Leader CPD.
I lead introduced and implemented a new geography scheme, Oddizzi, to ensure coverage of the National Curriculum and progression between year groups.
I also attended a course on assessment and progression.

12. SMSC is embedded within the curriculum.
(See SMCS Subject Statement)