Geography Planning Statement

'The study of geography is about more than just memorising 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.' - Barack Obama

At Rickmansworth Park School, we recognise the importance of Article 29 and its relevance to the geography curriculum we provide.

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.*

Intent

We aim to:

- Inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives;
- Promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with an understanding of the Earth's key physical and human processes.
- Provide children the chance to use and develop their skills outside of the classroom on local visits, residential visits and fieldtrips.
- Develop a caring attitude towards the environment, living things and to encourage appreciation for the world we live in.
- Develop an awareness of environmental issues and the impact humans have aims to encourage pupils to become reflective members of society who consider their actions/choices and actively invest in protecting the planet.

We encourage pupils to ask questions and propose solutions to environmental problems within the local community and the wider world.

Implementation

Our geography curriculum closely follows the National Curriculum focussing on five main areas: Locational Knowledge, Place Knowledge, Physical and Human and Geographical Skills and Fieldwork. It is taught in half termly blocks and we use the Oddizzi scheme of work to deliver our geography curriculum. It is an e-learning resource that immerses children into the real world and builds a solid understanding of the people, places and cultures of the world. It is produced by teachers, travel-writers and geographers. We supplement this with Digimaps for Schools which provides both children and teachers with digital access to modern day and historic maps plus detailed aerial imagery. Teachers also use the Progression of Skills document to further inform their planning and assessment.

Our curriculum is refined yearly, but it maintains a consistent knowledge base to ensure conceptual progression. We have identified a set of key geographical concepts which children will repeatedly revisit throughout their time at Rickmansworth Park. These concepts are:

Cultural Diversity



Place, Space and Scale



Human Processes/features



Physical Processes/features



Sustainability/Environmental Impact





Although it isn't specifically mentioned in the primary National Curriculum, sustainability is an essential concept in KS3. Nonetheless, we believe it is important that our children learn the reasons behind and ways for protecting our planet. As a Rights Respecting gold school, children are aware of themselves as global citizens and understand how the issues discussed in class on a local level are very much relevant to the wider world and life beyond school.

The children make reference to 'Learning Journeys' that describe how these concepts are covered in each year group. They can then see how their work relates to what they have already learned as well as what they will be learning the following year.

We have designed 'big questions' at the beginning of each unit taught rather than a general heading, for example Y3's big question when studying Climate is "What are the different climate zones in the world?" Each unit is divided into smaller questions that, when answered one at a time, offer fresh perspectives. Our children can feel a sense of progress as they tackle the bigger, more comprehensive question by asking and then responding to these manageable questions

As well as following Oddizzi, in each year group we have planned local fieldwork activities that seek to solve real-life problems, with a genuine purpose, audience and outcome. This helps our pupils understand what it means to 'behave like a geographer'. It also allows them to be active citizens, caring for and having a say in how their local environment in maintained.

EYFS

In Reception, opportunities are planned from the Early Years Foundation Stage in the EYFS Specific Area of 'Understanding the World'. Geography is taught through stories, through active learning and through creating and thinking critically.

In EYFS the children:

- Explore the natural world around them.
- Recognise some similarities and differences between life in this country and life in other countries
- Explore the natural world around them.
- Describe what they see and hear and feel while outside.
- Recognise some environments are different from the one in which they live.
- Understand the effect of changing seasons on the natural world around them

When planning and teaching geography, teachers will ensure that all children have equal access to the curriculum by implementing the following: modelling, structured questioning, adapting resources and using a variety of teaching strategies to ensure engagement and address differing learning styles.

Impact

At Rickmansworth Park, the impact of quality first teaching in geography fosters a love and enthusiasm for the subject. Well-constructed and well-taught lessons provide pupils with opportunities to research and apply skills independently – skills essential for lifelong learning

Pupils will leave KS2 with a strong knowledge of their local area and a confidence of the location of other countries and cities around the world.

Knowledge and skills will have developed progressively to not only enable children to meet the requirements of the National Curriculum but to prepare pupils to become competent geographers in secondary education. We want pupils to have thoroughly enjoyed learning about geography.