



**INTENT**

At Buglawton, we believe that all children can achieve in Geography. We do not put ceilings on what children can achieve and we do not hold pre-conceptions about any children’s ability to make progress. Geography at Buglawton allows children to use their natural curiosity about the world to explore, appreciate and understand the world around them. Through enquiry-based learning, children are inspired to be fascinated and inquisitive to help them to build an understanding of human and physical processes and how they interconnect. By promoting a love of and appreciation of the environment around them, children at Buglawton develop their sense of responsibility and stewardship, developing their understanding of how the world impacts their lives and how their lives and choices impact the world. By starting with their immediate environment, children are given first-hand experiences to be able to question and investigate their most immediate and familiar environment before using and developing their geographical skills through the study of the wider world. They develop and build their geographical skills in both classroom and out and about in the real world during purposeful fieldwork opportunities. Our progressive curriculum aims to balance children’s core geographical knowledge with their sense of place, and aims to tackle stereotypes to help children to build a broad and balanced view of the world.

**IMPLEMENTATION**

Our geography units are planned using the National Curriculum as a starting point. Each statement has been carefully broken down into manageable, progressive steps for the children to achieve during each year group.

Our units explore a wide range of disciplinary concepts and golden threads, as outlined below. Our geography curriculum is closely linked to our history curriculum and therefore shares the same important, golden threads.

**Geography Disciplinary Concepts:**

1. Place
2. Scale
3. Space
4. Environment (physical and human processes)
5. Interconnections
6. Environmental impact and sustainability
7. Cultural awareness and diversity

**Golden threads:**

1. Power, influence and achievements
2. Settlement
3. Trade and movement
4. Diversity
5. Sustainability
6. Our locality

For our youngest learners, geography knowledge and skills development have been purposefully planned to begin within the immediate environment, such as school and home, before gradually building further and further away to more distant places.

Our learning process is followed in all units, which develops children's disciplinary knowledge and skills. Each unit of learning follows both a place-based and an enquiry-based approach. Each unit begins with a revisit of children's **prior knowledge**, and then a motivational and inspiring artefact, image or video is used to spark children's curiosity and encourage them to **ask questions**. The questions are collated by the teacher and a class set of questions is generated to use throughout the enquiry process. **Fieldwork** is an important part of the enquiry process and usually forms the basis of the **data and information collection** for the enquiry. Children are given opportunities to **make sense** of the data and information collected. They add substance to their locational knowledge of facts with the in-depth study of a place in each unit, building their sense of place, and ability to understand important **connections**. They learn relevant human and physical geography in the context of real places to provide a meaningful context for what can sometimes be abstract learning. The units then follow with opportunities to make important connections such as by **comparing and contrasting**. The children then **conclude and communicate** their findings in a real-life context that has purpose and meaning to the children, and **reflect** upon what they have learned. **Assessment** is weaved through every stage of the learning process, with teachers carefully adapting lessons to meet the needs of the learners. As children progress through the school, the children become more independent in their geographical enquiries and may even lead their own enquiry towards the end of year 6 if they are ready to do so.

Every geography lesson begins with a 'Flashback Four' session where teachers question children on learning approximately one question from the last lesson, one question from a previous lesson in the unit, one question from a previous unit, and another question from a previous year group. This constant revisiting and revising helps children to learn more and remember more.

Throughout each unit of learning, children build upon their bank of geographical vocabulary, and are given opportunities to apply this language in a variety of purposeful contexts. They use a variety of high-quality resources to support the development of their geographical knowledge and skills, including age-appropriate and up-to-date atlases and globes, text books, maps at a range of scales, photographs, aerial photographs and digital mapping (such as DigiMap).

Educational visits, including fieldwork and residentials, as well as workshops, all enhance the children's cultural capital.

### **IMPACT**

- Children will enjoy geography and will be inquisitive and curious, being able to ask and answer important questions.
- There is an aspiration that all children will achieve at least age-related expectations at the end of each academic year with a significant number achieving greater depth.
- Children will be confident in accessing geographical information using a variety of sources.
- Children will understand how geography 'happens' in their local area.
- Children will begin to understand their wider world and the implications that we as citizens have on it.
- Children will work collaboratively to solve problems and explain the processes that they have taken/ observed within a real life context.
- Children will act as good citizens within their local community.
- Children will have a broad and balanced view of the world and will have the skills and knowledge to tackle negative stereotypes.