

Our vision for Geography

At The Bishops', the study of geography involves our pupils exploring the relationship and interactions between people and the environments in which they live and upon which they depend. Many of the pupils who now attend our school will live to see the next century and inhabit a world of eleven billion people. The many opportunities and challenges that will arise during their lifetime will be very much about geography – personal, local, national and global. From adapting and mitigating the impact of climate change and predicting natural hazards such as tsunami and earthquakes, to understanding the causes and effects of population migration around the world, our pupils will need to know about geography and to think like geographers. This vision for Geography supports our whole school curriculum vision that:



A curriculum for the 21st century will reflect an understanding and acknowledgement of the changing nature of young people as learners and the challenges and demands that will continue to shape their learning in the future. Young people will need a wide and adaptive set of skills to meet the changing expectations of society and to contribute to the creation of a more productive, sustainable and just society.' (ACARA, University of Melbourne. 2009)

Learning the disciplinary skills and applying critical thinking skills alongside progressive substantive knowledge in geography helps to prepare Bishops' pupils for life in the 21st century with all of its currently unknown possibilities. In terms of what we teach in geography and how we encourage and support our pupils to learn, we seek to develop young geographers. Geographers make links and connections between the natural world and human activity. In line with the statutory requirements of the national curriculum for geography which must be balanced and broadly based, our school commits to ensuring that every pupil at every stage of learning has regular and appropriately challenging and engaging learning in geography. In addition, we will ensure that what our pupils learn in geography, and how they learn it, not only inspires and challenges them intellectually but also contributes to their spiritual, moral, cultural and physical development and helps to prepare them for the opportunities, responsibilities and experiences of life in an increasingly globalised world.



In accordance, therefore with the importance we attach to geography our subject provision will:

- stimulate pupils' interest in their surroundings and in the rich variety of human and physical conditions on the earth's surface;
- foster pupils' sense of awe and wonder at the beauty of the world surrounding them;

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- help pupils develop an informed concern about the quality of the environment and the future of the human habitat;
- enhance pupils' sense of responsibility for the care of the earth and its people and secure their commitment to promoting and living sustainable lifestyles;
- develop pupils' skills of critical enquiry and an ability to handle and interpret information, through asking and answering geographical questions and using an increasingly sophisticated range of technology to communicate with and explore a variety of people, places and environments across the world;
- help pupils explore values and attitudes about complex issues such as sustainability and sustainable development and develop a positive outlook and disposition;
- take into consideration our local area and adapt schemes of work to be locally relevant
- enable pupils to study the above across a range of places, cultures and environments and at a variety of scales, from local to global;
- foster a sense of understanding about how all peoples and communities around the world are interconnected and interdependent with each other and the ecosystems of which they are an integral part and upon which we all depend;
- help build our pupil's **cultural capital** through, in addition to providing the essential knowledge and understanding they need to be successful, enhancing their experiences and interactions with the 'awe and wonder' of the world especially through regular fieldwork in contrasting environments.



The Geography Curriculum Intent

We have planned a curriculum in geography EYFS – Year 6 which is:

- **Aspirational** in terms of instilling in our pupils a desire to achieve the highest levels of success. We do this through providing pupils with the appropriate opportunities to build their substantive and disciplinary knowledge, master and apply subject skills and techniques and acquire the specialist language and technical terms to communicate their understanding effectively. Such high aspirations are clearly identifiable in the progressive and increasingly challenging objectives and end points of learning detailed in the medium term plans (MTPs) of each enquiry, which define what the pupils will know, understand and be able to do;

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- **Coherent**, relevant and broad and balanced in terms of the areas of subject content we have selected which reflect the guidance of and are commensurate with the scope and ambition of the national curriculum. For example, we have ensured that content coverage includes an even proportion of physical and human investigations such as the effect of rivers on the landscape and the design and role of the cities in the world. Consideration has also been given to making certain that our geography curriculum maintains relevancy and topicality through including enquiries that engage pupils in studying issues such as climate change, flooding and trade;
- **Sequenced** to ensure that pupils can build on prior knowledge and understanding as they tackle more complex and demanding enquiries. For example, at Key Stage 1 pupils observe and record the distinctive geographical features of the local area of the school and compare and contrast these with a similarly sized area around a school in Borneo. At Key Stage 2 this knowledge and understanding is both



consolidated and extended as pupils investigate the nature of environmental change in their local area and reach judgements as to the cost and benefits such change brings. Similarly the understanding gained and concepts explored through an enquiry on the impact of earthquakes at Lower Key Stage 2 are revisited and extended when the pupils study the impact of living on a volcanic island in Iceland at Upper Key Stage 2;

- **Progressive** and more challenging EYFS through Year 6 both in terms of the complexity of the subject knowledge we want our pupils to acquire and also the disciplinary thinking skills we support them to master and apply to ensure they understand the significance of that knowledge. These anticipated outcomes in knowledge and understanding and skills acquisition are detailed in the objectives of the schemes of work of each enquiry and also appear alongside the end points of learning in the MTPs which inform each investigation. In terms of the geographical techniques we want our pupils to master as they progress through the school our curriculum planning has been informed by the identification of the coverage required at EYFS/Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2. These are integrated into our half termly enquiries to ensure full coverage through the curriculum;

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- **Continuity** with the provision for geography established in the EYFS and in particular that which addresses the knowledge and skills expectations of the *Understanding the World* area of learning and the *People, Culture and Communities* Early Learning Goal;
- **Inclusive** in terms of delivering the same curriculum to all of our pupils and differentiating provision where necessary through, for example, in class support, providing different learning environments, alternative learning activities and assessment outcomes.



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