



Roecliffe CE Primary School

Geography Rationale

Intent
and
Implementation



Geography Intent

'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.' **National Curriculum 2014**

At Roecliffe C of E Primary School, our intent is:

- To provide full coverage of the national curriculum.
- Our aims align with that of the national curriculum:
 - develop contextual knowledge of the location of globally significant places
 - understand the processes that give rise to key physical and human geographical features of the world
 - are competent in the geographical skills needed to: collect, analyse and communicate a range of data; interpret a range of sources of geographical information; communicate geographical information in a variety of ways
- Support children in having **faith** in themselves and others by setting challenging and exploratory tasks. Children will have **courage** to have a go, be resilient, and learn about courage from significant people in the past and present around the world. Children will **love** one another, so are educated about different cultures. We take inspiration for this from Luke 6:31: *'Treat others how you wish to be treated'*.



Geography Implementation

- Children acquire geographical knowledge and skills through our curriculum which is delivered through a variety of in-depth topics across the year.
- We use our progression of skills, knowledge and vocabulary to ensure children build upon prior learning.
- Geographical locations are not specified in the national curriculum, so they have been chosen to provide a broad and diverse understanding of the world. We aim to embed current world issues into our curriculum to ensure teaching and learning is relevant and bespoke to our children. This is also evident when using Picture News in Collective Worship.
- Skills and knowledge are based around the four key concepts of Geography, as stated in the national curriculum: locational knowledge, place knowledge, human and physical geography, geographical skills and fieldwork.
- Geography concepts are explored through play based learning opportunities in EYFS and some guided sessions where appropriate.
- In Key Stages 1 and 2, Geography lessons teach children knowledge as well as develop enquiry and critical thinking skills.



Geography Implementation

How we make geography accessible to all children at Roeclyffe: Adapted from National Association for Special Educational Needs (NASEN)

Planning Inclusive Lessons

When learning new content at Roeclyffe, learners must connect this to what they already know to develop a contextual knowledge of location. This means that it is important that our learners develop secure understanding of previously taught concepts and procedures. We encourage learners to ask questions about their learning and we build in opportunities for small group and whole-class discussions. This is supported with the use of visuals where possible so that children are supported to contextualise new learning in a meaningful way.

Creating an Inclusive Environment

In creating a conducive learning environment at Roeclyffe, lessons are planned to follow on from prior learning, this can be both from the lesson before, or the academic year before. Our curriculum enables this by making sure that key concepts and procedures systematically develop over time. It is also important that our curriculum plans try to pre-empt misconceptions by making sure content is taught in a logical order. Key vocabulary is displayed and discussed to enable all learners to access content.

Geography Implementation

How we make geography accessible to all children at Roeccliffe: Adapted from National Association for Special Educational Needs (NASEN)

Curriculum Considerations

As learners progress through each key stage, their locational knowledge, place knowledge, knowledge of human and physical features and geographical skills and fieldwork are developed and deepened.

Strategies to Scaffold Learning

- In a Roeccliffe geography lesson we may provide topical word banks and picture cards that children can point or refer to when explaining key concepts.
- We support the child to independently, or with a teaching assistant, collate word/picture banks on a mini whiteboard/paper during the teaching input to support their independent learning activity.
- We scaffold learning to make it accessible for all, this may include providing a diagram with some parts already labelled.
- We make learning practical and bring concepts to life where appropriate, for example using our local area to explore the geographical skill of reading and creating maps, and to explore the human and physical features of our local environment.
- We refer to language regularly during lessons and, where applicable, throughout the school day, as this will embed the vocabulary and build stronger links and associations
- Geography does not always follow the same lesson format and structure so, when appropriate, we prepare learners in advance by explaining how the lesson will run.