



Geography at Wheatcroft



"What other subject tells us so much about the issues of the age – global change, natural and human?"

Professor Andrew Goudie

Our teaching of geography provokes and answers questions about the natural and human world and should inspire children to be curious about that world think about their own place in it.

Our intended aims are to:

- inspire a lifelong curiosity and fascination about the world – its places and people.
- equip children with knowledge about diverse places, people and environments.
- develop skills needed to collect, analyse, interpret and communicate geographical information.
- build understanding of physical and human processes and their interaction and interconnectedness at different scales and over time.
- develop skills, attitudes and attributes that can support learning in other subjects and that are needed for life and work.

How we intend to implement this:

- Geography is taught within the school's linked learning themes, making links with other curriculum areas where possible, although the integrity of the subject in its own right is also maintained.
- The school's locality is used to drive the geography curriculum where appropriate, enabling geographical learning to be put in a meaningful context and the use of fieldwork to observe and measure geography in action around us.
- In the foundation stage, geographical learning comes within the area of learning and development 'Understanding the World'. Children are guided to make sense of their physical world and community as well as developing an awareness of the wider world through stories.
- In Key Stage 1, planning builds children's knowledge of their locality, the United Kingdom and the world and develops their locational awareness.
- In Key Stage 2, this knowledge and understanding is extended further beyond the local area to include areas of Europe and the Americas and focussing on the world's most significant human and physical features.
- Children are encouraged to ask questions and work through geographical enquiry by considering information gathered from a range of sources such as maps, photographs and through fieldwork.
- Children grow their vocabulary through appropriate use of terms relating to human and physical geography.
- Opportunities are given for children to make connections and comparisons between places and processes, and to consider how the Earth's features are shaped over time.

How we intend to measure impact:

- Through 'pupil voice', children are able to talk positively about their geographical learning and the impact it has.
- Learning in geography is built on progressively and assessment measures achievement against a progression of skills in locational knowledge, place knowledge, human and physical geography, and geographical skills.
- Our children show that they enjoy their Geography lessons, their fieldwork experiences and appreciate human and physical geography in real, meaningful contexts.