



## Subject Discipline: Geography

### **Intent**

“Be You... Explore... Excel”: the discipline of geography is vital in children’s development as a global citizen. Through the study of geography, children at Ranvilles Junior School are inspired to become curious and explorative thinkers with a diverse knowledge of the world. Our guiding principle is that all children should leave Year 6 confident to explore and learn about the world, able to ask questions and make observations, in becoming resourceful, active global citizens who have the skills to contribute to, and improve, the world around them.

At Ranvilles Junior School, we will believe Geography has a vital role in the development of pupils’ SMSC growth by learning about both humanity’s impact and relationship with the natural world and the diversity, difference and collaboration of humanity across the globe. The discipline of Geography promotes respect, open-mindedness and inquisitiveness towards others as children grow and learn about the wider world and make comparisons with their own locality. Our children have naturally enquiring minds stimulated by an understanding of the power of human and physical processes, and the Ranvilles curriculum promotes our children to develop an understanding and appreciation for the environment, both locally and globally. The links made in geography hugely supports the philosophy of the ‘Exploring the World...Exploring Me...’ vision here at Ranvilles Junior School and has close links to our RJS Stars holistically developing children.

### **Learners will:**

1. Be confident to use and apply both their geographical skills and knowledge.
2. Able to ask perceptive questions, with the ability to reflect critically and explain and analyse the evidence they gather from enquiries.
3. Develop a range of fieldwork skills in real-life situations.
4. Gain a deep interest and knowledge of our own locality at Ranvilles and compare similarities and differences to other areas of the world.
5. Grow confidence and understanding of geographical concepts, terms and vocabulary.

### **Implementation**

The geography curriculum is aspirational. It is biased and shaped to meet the individual, contextual and holistic needs of all pupils. Formative assessment is used constructively to secure ambitious objectives, supporting learners to maximise their abilities.

Ranvilles Junior School’s geography curriculum focuses on four attainment focus areas: **locational knowledge, place knowledge, human and physical geography** and **geographical**

**skills and fieldwork.** Ranvilles Junior School's geography curriculum is adapted from the Kapow Geography scheme of work. Our progression of skills and knowledge is implemented effectively through ensuring that attainment targets are securely met at the end of each key stage. To achieve this, KPIs for each year group in geography have been identified and teachers assess children's outcomes against these, crafting and adapting planning and learning resources accordingly to ensure that all children can access the same knowledge. Teachers and leaders use Insight to monitor and track trends over time.

These concepts will be encountered in different contexts during the study of various human and physical geography focus areas across the world. Accordingly, children will have varied opportunities to evaluate what they have learned and to make judgements. Our curriculum follows a spiral curriculum model in which there is a clear coherent and integrated approach, whereby previous skills and knowledge are returned to and built upon. Children progress by developing their knowledge and understanding of substantive and disciplinary concepts by experiencing them in a range of geographical contexts, identifying links as their knowledge increases over time. Locational knowledge, in particular, will be reviewed in each unit to coincide with our belief that this will underpin and consolidate children's understanding of key geographical concepts.

Lessons are designed to be varied, engaging and hands-on, allowing children to experience the different aspects of a geographical enquiry. Each unit contains different elements of geographical skills and fieldwork to ensure that fieldwork skills are practised as often as possible. The Ranvilles geography curriculum follows a cycle of enquiry that maps out the fieldwork process of question, observe, measure, record and present. This ensures children will learn how to decide on an area of enquiry, plan to measure data using a range of methods, capture the data and present it accordingly to the audience and purpose.

Teachers ensure that lessons can be accessed by all pupils and opportunities to stretch pupils' learning are available when required. Knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts, concepts and vocabulary.

Strong subject knowledge is vital for staff to be able to deliver a highly-effective and robust geography curriculum. Each unit of lessons focuses on the key subject knowledge needed to deliver the curriculum, making links with prior learning and identifying possible misconceptions.

### **Impact**

Knowledge, built in the discipline of geography, is utilised in the Ranvilles SMSC 'Big Debate' at the end of a half term. The Big Debate connects key subject disciplines. Learners draw on the knowledge and skills explored in geography to: **Sequence** ideas, **Think** critically, **Articulate**

precisely, **R**espond respectfully and **S**ynthesise collaboratively. This process enables learners to positively push new boundaries in exploring the world. They also understand and appreciate the developmental knowledge and skills required to be keen life-long geographers and active global citizens. Summative assessment is used carefully to evaluate success and plan to meet future needs.

Pupils will leave Ranvilles Junior School equipped with a range of skills to enable them to succeed in their secondary education. They will be enquiring learners value knowledge and skills as an engine for change in the world. Learners will be critical and analytical thinkers who are able to make informed and balanced judgements based on their knowledge of diverse geographical concepts, having amassed a deep understanding through exploring a range of contexts.