

## Rushbrook Primary School

### Geography Curriculum Statement

#### Intent

Rushbrook has a diverse background of students and we shape our geography curriculum to build on their cultural capital enabling all children to flourish and become the very best version of themselves.

‘Geography has a valuable role to play in developing **responsible citizens** especially in relation to **sustainable development education** and **global citizenship**.’ RSGS

At Rushbrook, we want to develop in our geographers a hunger for exploring, appreciating, and understanding the world in which we live and how it has evolved. We encourage our pupils to ask inspiring questions and provide answers and ideas about natural and human aspects of the world.

#### Implementation

Geography is taught in blocks throughout the year, so that children achieve depth in their learning. The key knowledge and skills that children acquire and develop throughout each block have been mapped to ensure progression between year groups throughout the school. Each new geography topic is introduced with reference to the knowledge and skills of previous topics (including those from previous years).

At Rushbrook, we deliver a knowledge-based curriculum. Each lesson is based around one (or more) of Chris Quigley’s ‘knowledge categories’:

- Location
- Physical Features
- Human Features
- Human Processes
- Physical Processes
- Techniques

These categories are taught throughout Year 1 and 6, allowing children to compare the World, Environments and the Weather. To ensure this knowledge is embedded, repetition is key. Every lesson begins with a revision starter (recapping on knowledge taught in previous lessons). This repetition ensures that the knowledge goes into the long-term memory. Alongside these ‘knowledge categories’, each lesson also focuses on geographical skills: geographical comparisons, mapwork, fieldwork, observations and compass directions.

In EYFS Geography is taught through continuous provision indoors and outdoors. We follow guidance from the Department for Education under the new EYFS Statutory Framework, Development Matters (2021).

An appreciation of their local area and its place in the wider world is effectively used throughout all subjects as opportunities of outside learning are embedded in practice, with school trips and fieldwork studies provided to give the children first-hand experiences.

### **Impact**

The work produced in the children's books and in class, display a broad and well-balanced geography curriculum and demonstrate children's attainment. Children are actively encouraged by their teachers to review their work, embed their learning and challenge themselves to investigate their findings. Children also record what they have learnt and complete a POP (proof of progress) at the end of each topic.

As the children continue through the school, they develop a deep knowledge, appreciation and understanding of their local area – Gorton, and its place in a wider geographical context. Within each topic we ensure the children are consistently investigating places, investigating patterns and communicate geographically.

By the time Rushbrook children leave our school they will:

- Have an extensive base of geographical knowledge and vocabulary.
- Have a passion to continue to use their sense of excitement and curiosity when learning about the wider world.
- Use their knowledge to clearly articulate their thoughts and ideas about a subject matter using key geographic vocabulary.
- Have an excellent understanding of the ways in which people and places are reliant and connected and how much human and physical environments are interconnected.
- Be able to use geographical techniques such as map skills and fieldwork.
- Use their understanding of the world to act as globally responsible citizens with a passion for caring for the planet.