

Bow Community Primary School Geography Vision Statement



‘The study of Geography is about more than memorising places on a map. It’s about understanding the complexity of our world, appreciating the diversity of cultures that exist across continents. And in the end, it’s about using all that knowledge to help bridge divides and bring people together.’- Barack Obama

Our vision at Bow is to create a Geography curriculum that inspires children to acquire a thirst for knowledge and a fascination for the world around them. Our purpose is to instil a desire to investigate a variety of human and physical characteristics of different places, both locally and afar. To be well-rounded citizens, we believe children need to understand the differences between places and be able to recognise how these change over time. Children will acquire the disciplinary geographical skills to help them understand, present, analyse and communicate a range of information about our ever-changing world. We want children to recognize their distinct rural location and the diversity of their country and the wider world. Studying Geography will help them to make sense of the world around them and pique their curiosity in places and people – engaging them with the real world and potentially spurring them into exploring it and developing a sense of responsibility in maintaining it.

Intent

We seek to ensure that our Geography curriculum offers the opportunity to study a range of topics that investigate the physical processes of our planet, human characteristics and the economic and environmental challenges within the local, national and global context. In addition, we also endeavour to develop children’s locational knowledge and the impact this has on the physical processes that occur in some parts of the world. This gives students the confidence to interact with the wider world, leading to fulfilled and positive life experiences. The curriculum encourages students to ask questions, develop critical thinking skills, and layer a deeper understanding of complex concepts as the course navigates through the curriculum. We carefully select key vocabulary for the children to learn through their sequences to enable them to speak knowledgeably about the world around them and their learning.

Implementation

Our Geography curriculum is based on the National Curriculum Programmes of Study, supported by a clear skills and knowledge progression. At Bow Primary, half termly topics alternate with either a history or geography driver, with explicit links being made to prior learning. This helps learners to make sense of new knowledge, to create links between past experiences, and to apply previously learnt skills to new areas. We feel it is important that learners know and understand why they are learning the things they are, and what impact these areas have on their own lives. To help develop a sense of location, each sequence of geographical learning will begin with a lesson where children will explore maps, atlases and globes to develop their sense of place and where in the world places are that are being studied, or have been studied before. At the end of the topic an ending task will be completed where children can demonstrate their learning, these will take on many different forms. We want our children to ‘do’ Geography – that is learning to think like geographers - and see fieldwork as the vehicle for engaging and enabling them in locations – this will come through purposeful enquiry which stems from current issues and the children’s interests. Where possible, we will endeavour to take the children out to see Geography first hand, to ignite a sense of awe and wonder about the world that they live in and to deepen their knowledge and understanding about concepts being taught. Sequences of learning begin in the Early Years and Key Stage 1 with children

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exploring their locality before thinking about the United Kingdom. As they move into Key Stage 2 they begin to explore more of the world and the various influence upon it.

Impact

Whilst in school, the children at Bow will develop a secure locational knowledge and understanding of places alongside a deep knowledge about human and physical aspects that have an impact on our world. They will be able to articulate their understanding with a growing confidence in the use of subject specific words and possible resources like maps and atlases. The impact of this will be seen when talking to the children about their interest and attitude towards geographical learning and in their confidence to engage, discuss, reason, question and debate. This will demonstrate children's ability to apply generalisations to understand the world around them and prepare them for their future. Evidence of learning will be in their books, classroom displays and heard in discussions. Teachers will use formative assessment methods to identify children's understanding and will show this on the knowledge organisers. Alongside this, starting and ending tasks will also demonstrate children's understanding, and progression through sequences. These may take many forms and teachers are able to adapt the original format to elicitate or monitor children's knowledge and understanding to suit the demands of the curriculum and needs of the children. Through this, children will gain a curiosity and fascination about the world which will remain with them for the rest of their lives.