



## Our Vision for Geography

Our vision at Brookside School is for all children to develop a natural curiosity and fascination about the world around them, learning about and developing a greater understanding of the similarities and differences between people and places on a local, national and global scale.

**“Geography explains the past, illuminates the present and prepares us for the future. What could be more important than that?” Michael Palin**

By thoroughly teaching the combined explicit substantive knowledge and vocabulary that drives all the detail needed to ensure our children develop essential wider geographical skills, our geography curriculum, which is designed to demonstrate clear progression as children move through school, will thus ensure that Brookside pupils become keen and able geographers with a deep and rich understanding of the subject and the world they live in.

Teaching a varied and well-planned geography curriculum, we aim to take our children on a journey around the world, visiting places of interest, significance and relevance so that their growing knowledge about the world will help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

Delivering a question-led approach, topic-based geography curriculum, it is our aim that children communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. We encourage our children to ask and answer questions about the world around them and recognise and embrace the responsibility that we all have as global citizens to reduce our carbon footprint and protect our planet for future generations.

We also want our children to be competent in the geographical skills needed to collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes as well as interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).

At Brookside School, we use knowledge anchors with photographs, maps and globes at the beginning of a unit of work to ensure that children secure a greater knowledge and understanding of the location of globally significant places, not just in Geography lessons but in History or English or Art lessons. We also use knowledge organisers to support the retention of learning across the curriculum, helping children to learn more and remember more.

Geography teaching and learning starts in Foundation where they follow the EYFS framework. In the Early Years Foundation Stage, children follow seven areas of learning including Understanding of the World. Understanding the World is then broken down into three aspects: People and Communities, The World, Technology. Within this, children learn about similarities and differences in relation to places. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations, explain why some things occur and talk about changes.

In Key Stage 1, children develop knowledge about the world, the United Kingdom and their locality. They learn basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. This includes learning about Mwavi, a small village in Tanzania, and making comparisons with East Leake, after a Connecting Classrooms link was established in 2019.

In Key Stage 2, children extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. This includes a topic investigating whether we have the capacity for more housing in East Leake and the impact this would have on the existing village; a topic comparing life in Nottingham with life in a German city (Hamburg), making links with our KS2 Language: German; and a topic looking into the devastating effects of deforestation in Brazil and the wider world, asking the children to investigate the different viewpoints and reasons for and against deforestation and make suggestions for a solution.

At Brookside, we pride ourselves on being an inclusive school where everyone is made to feel welcome. It is implicit to our curriculum design that all children, including those with SEND, have full access to the Geography curriculum. We encourage children to be actively involved in their own learning, integrating what they have been taught with their own experiences. We strive to provide a happy, supportive and inclusive environment in which all children become independent and confident learners and achievers in a continually changing world.

