



Geography

Children will have a curiosity and fascination about the world in which they live. They will have a deep understanding of the interaction between physical and human processes. A year 6 child at Broadwood will know the Earth's physical properties (climates, relief, place in solar system) and how these affect, and have been affected by, humans.



A **broad** and **balanced** Geography curriculum has been mapped out sequentially, enabling children to build on prior learning and make connections between concepts, skills and knowledge. For example, children learn the physical layout of the UK (mountains, rivers, resources), before learning how this has affected human settlement and activity (farming, mining, coastal settlement), before learning human responses to physical layout on a global scale (Europe, Americas), before learning about global trade in year 6.

Our curriculum is **inclusive**, ensuring we meet individual children's needs whilst also promoting an empathic culture. For example, in Geography children learn about migration and refugees when they learn about types of settlement and within location and place knowledge. Within lessons, assessments inform teaching staff of next steps of learning.

Reading is at the heart of our curriculum as we appreciate the successes that can be gained from being a fluent and avid reader. In Geography, children are reading atlases, maps and globes as well as data in the form of charts and tables.

There is a need for **securing basic skills** in geography to be taught for example fieldwork skills and data analysis.

Oracy is given high priority within our curriculum as it is essential for many of our children to accelerate in this area and leave our school having the necessary skills to be articulate, express themselves and have a secure knowledge and understanding of the National Curriculum expectations and beyond. There is a clear progression of vocabulary to be introduced in geography, knowledge organisers are provided for children with vocabulary such as abundance, scarcity and sustainability, and sentence stems are modelled by teachers for children to be able to use such as 'To the West of the city is....'

Children will have a **wealth of opportunities** to develop skills, knowledge and understanding beyond the classroom for example field studies and environmental/eco clubs and projects.



Geography

We absolutely value **Personal, Social, Health and Economics** as an isolated subject and also recognise the need to root PSHE within our full curriculum offer. Geography ties in with the section on Living in the Wider World – our Rights and Responsibilities. It is important to us that we champion all of our children so that they can flourish, be positive, safe, happy and successful citizens of society.