



Geography

Our Ethos

Our aim is to create a rich learning environment enabling every pupil to fulfil his or her potential. We are committed to the highest possible educational standards with a matching concern for the personal growth and development of each pupil.

Intent

The school motto is, 'Learning and Achieving Together'. We recognise that all children develop and learn at a different pace but believe that all children can engage with geography, in both their own locality and that of the wider world. Our intent is to achieve this by giving pupils access to a wide variety of geographical experiences, through school trips and high-quality teaching that will increase their knowledge of human and physical geography and ability to ask questions. We want them to be curious about the similarities and differences between places and have the skills and knowledge to investigate their local area and the world around them.

Implementation

The geography curriculum at Richmond ensures coverage of the National Curriculum. Within that, teachers have chosen content that encompasses the strands outlined in the curriculum for their year. Where possible, geography is taught alongside or in conjunction with other subjects, most notably in English where written tasks such as diary entries, newspaper articles and letter writing are often informed by topics covered in geography.

Early Years

Geography is not taught explicitly but under the banner of 'Understanding the World' which guides children to make sense of their physical world and community. Children learn through experiencing their local area alongside staff who carefully draw children's attention to aspects by questioning. A common question that Reception staff ask children when conducting a local community walk is always, "I wonder why they built the shops here?" This draws children's attention, perhaps for the first time, to the fact that land use is thought through by someone.

Key Stage One

The children start to get a sense of the similarities and differences between their own locality and other places. They begin to study maps, looking for features and using keys and also begin to ask questions. They also begin to investigate wider geographical issues, for example looking at the distribution of wooden buildings alongside their historical topic of The Great Fire of London in Year Two.

Key Stage Two

Children continue to build on prior knowledge. They develop their understanding of more complex geographical terms (for example biomes and climate zones in Year Four) and focus more on using their widening geographical skills to compare and contrast locations, both in terms of physical features (continents and countries, mountains, seaside, rivers) and human features (describing and understanding key aspects of human geography, including: types of settlement and land use, economic activity including trade links).

Impact

Pupils in all key stages engage enthusiastically in geography lessons. Pupils gain a good and ever-increasing understanding of their own locality, the geography of the United Kingdom, Europe and the World. Children develop the relevant skills and knowledge needed to ask questions about and investigate geographical issues that affect them locally and globally. This basic knowledge is built upon year on year ensuring pupils leave the school with a secure understanding of the world, ready for the next stage of their education.