



Rossington St Michael's Geography Rationale

The geography curriculum at Rossington St Michael's has been carefully designed to ensure pupils develop a good understanding of the world around them, as well as inspiring curiosity and fascination. It equips pupils with the key knowledge about the diverse world we live in, focusing on places, people, resources and different environments. Our curriculum ensures that there are planned opportunities to help pupils deepen their understanding of the interaction between physical and human processes and the use of landscapes and environments. To be well-rounded citizens, we believe pupils need to understand the difference between places and their cultures and be able to recognise how these change over time. Our curriculum has been crafted to learn about the diversity of our world and respect towards others.

The curriculum progressively builds upon pupils' previous knowledge starting with the pupils' personal geography and their immediate locality, before branching out and examining the national and international world. During Foundation Stage (FS2), pupils explore the locational and positional understanding of their classroom, school and homes, developing key mapping skills in this environment. Throughout the year, FS2 pupils complete numerous seasonal walks to explore our local community and village to further embed their knowledge of the local area. Towards the end of the summer term, FS2 complete a field trip to Cleethorpes to identify similarities and differences between different environments. Our curriculum is designed to constantly revisit and build on previous learning and vocabulary.

Learning in Key Stage One (KS1) encourages pupils to develop a good understanding of our local area, the city of Doncaster and the United Kingdom, as well as branching out to learn about the continents and oceans of our world alongside learning about villages in a non-European country including Kenya, Africa. This allows our pupils to make comparisons with their own local area and develop their place knowledge and understanding further.

Key Stage Two (KS2) builds upon this knowledge, developing pupils' locational knowledge and understanding of a variety of places in the wider world, including the Amalfi Coast, Brazil, Mexico and USA, as well as locations closer to home, such as London, Tenby and Snowdonia. Pupils also develop their understanding of physical and human processes and of the formation and use of landscapes and environments through units and asking big questions such as; How do we energise our homes and countries? How are rivers formed? How are mountains formed and what causes an earthquake, tsunami or volcano? What is Fairtrade and why should it matter to us? What do we know about North America and what are its main geographical features? It is imperative that our pupils are taught to see the links between human and physical geography in these units and consider these big questions. By the end of KS2, in preparation for Key Stage 3 (KS3), our pupils will be able to apply a range of disciplinary skills such as map reading, scales and graphs throughout their units of learning.

At Rossington St Michael's, we seek to broaden pupils' real-life experiences both inside and outside school through yearly educational visits and practical fieldwork projects in a variety of locations. Pupils have the opportunity to develop skills, collect, analyse and communicate data gathered on these field trips to enhance their understanding, as well as then comparing and contrasting the places they have learnt about.

Throughout school, pupils are given the opportunities to develop their graphicacy and disciplinary skills. They also interpret a range of geographical sources, including maps, diagrams, globes, atlases, aerial photographs and digital mapping (Google Earth and Digi Maps). Rossington St Michael's learners are encouraged to be inquisitive, to pose questions and seek answers. Learners are encouraged to articulate and justify their ideas through discussion and debate, drawing on their knowledge of human and physical geography. We aim for geography at our school to be creative, engaging and relevant to the pupils' own lives, experiences and future aspirations.