

Geography

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 FS2, pupils explore the locational and positional understanding of their classroom, school and homes, developing key mapping skills in this environment. Towards the end of the summer term, FS2 explore the local community and complete a field trip around our village to embed their knowledge of the local area. Our curriculum is designed to constantly revisit and build on previous learning and vocabulary.

Learning in Key Stage One 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. Key Stage One also learn about a village in a non-European country (Kenya, Africa). This allows them to make comparisons with their own local area.

Key Stage Two builds upon this knowledge, developing pupils' understanding of a variety of places in the wider world, including Italy, India and Jamaica, as well as locations closer to home, such as Sheffield, York, Padley Gorge and Flamborough. Pupils also develop their understanding of physical and human processes and of the formation and use of landscapes and environments through units such as living in natural hazard zones, water processes and river and coastal erosion. It is imperative that our pupils are taught to see the links between human and physical geography in these units. By the end of Key Stage 2, in preparation for Key Stage 3, our children will be able to apply a range of disciplinary skills such as map reading, scales and graphs throughout their units.

At Rossington St Michael's, we seek to broaden pupils' real-life experience both inside and outside school through yearly educational visits and fieldwork projects in a variety of locations. Pupils have the opportunity to 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 mapping 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.