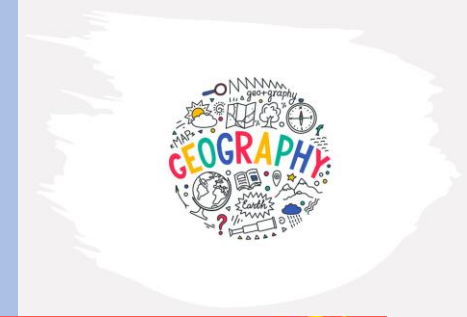


Intent for Geography & Curriculum Intent

Our intent for Geography at Rossmere:

- Our pupils will be inspired with a life-long curiosity and fascination about the world and its people.
- Our children will be immersed in rich learning that will equip them with knowledge about diverse people, places, resources and natural and human environments.
- Children will go forward in the world with an open-mind to different cultures, places and people and will welcome diversity in their lives.
- Children will be aware of challenges facing Earth's environment and for each child to understand how their actions can impact this positively or negatively.



We strongly believe in Enriching Education for all and our curriculum is built around three core beliefs:

- Celebrating diversity and promoting equity.
- Preparing our children for life beyond Rossmere.
- Enriching children's education.



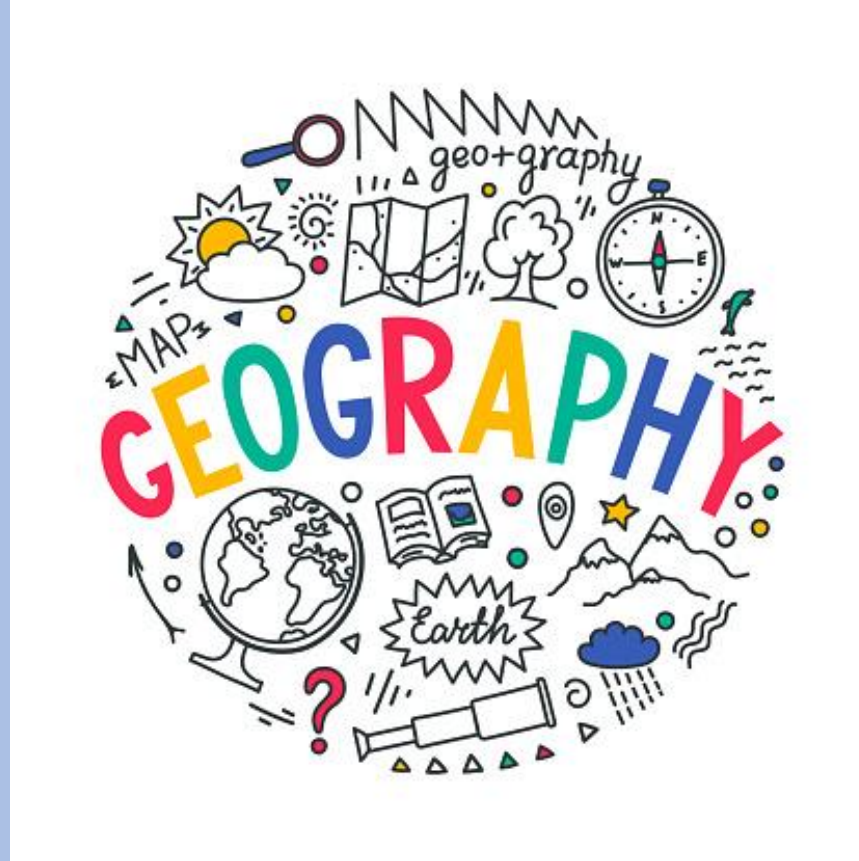
CHILDREN OF THE WORLD



Through our curriculum, Rossmere children will grow to become responsible, respectful and accepting citizens who make a positive contribution to their community and the wider world

We want our children to think like geographers.

Inquisitive



Active

Passionate

Introduced to
expert geographers

Rossmere Geography Curriculum

National Curriculum guidance

Locational
knowledge

Place knowledge

Human and physical
geography

Geographical skills
and fieldwork

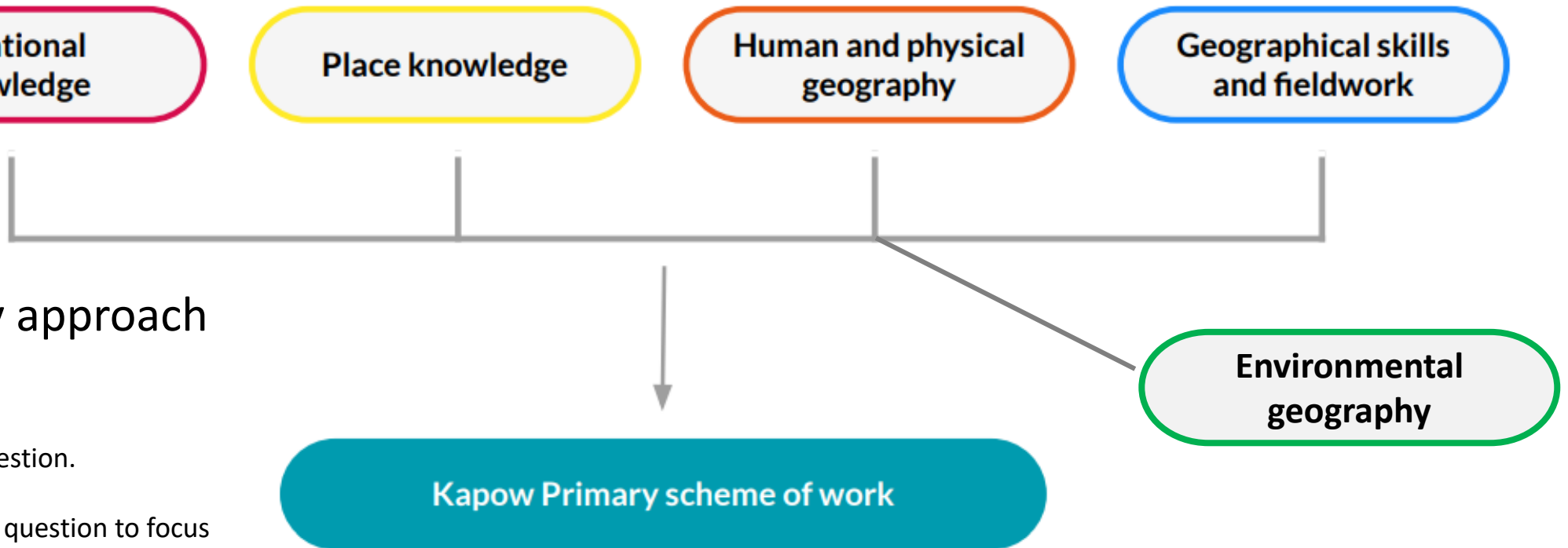
Environmental
geography

Kapow Primary scheme of work

An enquiry approach

-each unit has
an overarching question.

-each lesson has a question to focus
on that feeds into the overall question.



Inquisitive

Environmental geography

Passionate

We want our children to grow up caring about the environment and knowing how their actions no matter how big or small can have a positive or negative effect on our world.

Kapow-lends itself as a good starting point as it introduces some ideas based on the wider environment that can then be applied to ourselves locally.

Year 4 we learn about where our food comes from

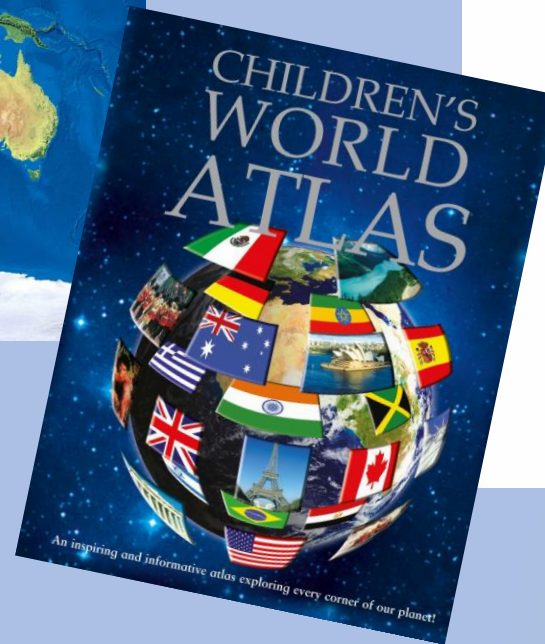
- *one of the key ideas-is it better to buy locally or import, learning about food miles
- *children find out whether their school dinner is locally sourced
- *further question possible to pose-if it is better for our environment to have school dinners can we be active in persuading some children to change. (using the data they collected for a real purpose).

Active

Year 1 What is it like here?

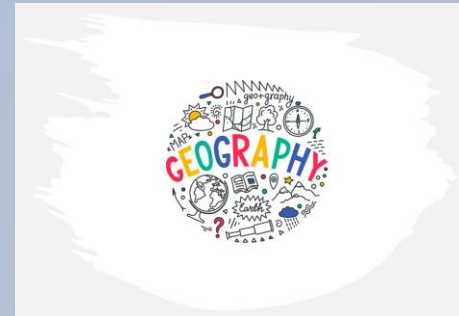
- * collects ideas for improving the playground-could lead to actual changes.

Maps, atlases and globes



The implementation of Geography at Rossmere:

- Lessons will always begin by **reviewing previous learning**; albeit previous learning in the sequence of lessons from that unit as well as previous learning from past year groups.
- New material will be presented to the children in small steps. Using that I do, we do you do approach wherever possible
- Skills in each strand of Geography (locational knowledge, human and physical geography, mapwork and fieldwork) will be interwoven throughout the curriculum and progressed through a wide range of inquiry questions.
- Children will be asked, and given the opportunity to ask, lots of **inquisitive** and perceptive geographical questions.



- Geographical **vocabulary** will be introduced, displayed and used throughout lessons.
- Children will demonstrate their depth of understanding of new learning and concepts through meaningful activities.
- The significant modules studied in our Geography curriculum start with local geography and progress outwards to the wider world and its people to promote **diversity** and **equity**.