



High aspirations - Valuing learning – Achievement for all

Vision Statement: Geographers

1. Rationale

- 1.1 The school defines the school's curriculum vision with the *HVA Curriculum Part 1: The vision*. The purpose of this document is to clarify the vision for children as Geographers.

2.0 Curriculum

- 2.1 Children will become inspired and develop a curiosity, fascination and understanding about the world and its people: knowing the 'why of where'.
- 2.2 Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.
- 2.3 As pupils progress, their growing knowledge about the world should *help* them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.
- 2.4 Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.
- 2.5 Pupils should understand how human action in one place has consequences somewhere else as they develop an understanding of interdependence.
- 2.6 Throughout pupil's education there will be opportunities to develop an understanding that the physical and human dimensions of the environment are interrelated and together influence environmental change. Children will explore exploring sustainable development and its impact on environmental interaction and climate change.
- 2.7 Children are given opportunities to develop their knowledge, understanding and skills as geographers through discrete and holistic study:
- developing contextual knowledge of the location of globally significant places – both terrestrial and marine.
 - understanding the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.
 - Developing geographical skills: gathering data through fieldwork, interpreting sources of information, including maps, photographs and Geographical Information Systems (GIS) and communicating geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.
- 2.7 When teaching the wider curriculum, as historians or artists, we believe that making links to geographical references will further compliment children's understanding and skills as geographers.
- 2.8 Opportunities to engage with local, national and international events also serve to reinforce children's understanding and skills as geographers, as well ignite children's passion and interests to be geographers.

3.0 Review

- 3.1 This document will be reviewed: July 2019