



Geography Vision Statement

At Sheffield Lower School, we believe that through Geography, our children can be curious, passionate and inquisitive about the world in which they live and about the people and cultures that inhabit it. Through their time with us, pupils develop a comprehensive global understanding and knowledge of the Earth's key physical and human processes, learning about the diverse and complex environments of our planet. Our pupils develop respect, tolerance and compassion for the physical world and appreciate diversity among people and environments. In doing so, we provide our pupils with the tools to take on an active role in engaging with and protecting the world that they live in, to prepare them for the opportunities, responsibilities and experiences of adult life.

At Sheffield Lower School we teach the children to:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand 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
- be competent in the geographical skills needed to collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- be competent in the geographical skills needed to interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- be competent in the geographical skills needed to communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

The Geography Curriculum

At Sheffield, our Geography curriculum that has been carefully designed and sequenced to equip our children with a secure, coherent geographical knowledge of their locality, Britain and the wider world. Our curriculum is broken down into teachable episodes and sequenced in a way that allows pupils to develop an interconnected web of geographical concepts in their long term memory. This starts in Early Years, with children learning about their personal geography and developing an understanding of the school grounds and important locations beyond the school gates. In Key Stage 1, children explore their local communities and develop an understanding of the physical and human features of hot and cold countries, making comparisons and drawing conclusions. They also develop their map skills and geographical vocabulary. This knowledge is then built on in Key Stage 2 where pupils extend their knowledge of continents and countries, processes and make links between geography and other subjects. At the heart of our planning lies high quality texts, the narrative of which supports our pupils to retain information and enriches their understanding of geographical vocabulary. Consideration is given to how our expert learners are taught within each lesson, as well as how to support and scaffold for pupils in line with the school's commitment to inclusion.

As geographers, children are encouraged to explore and take note of the world around them, using their senses to observe and to discuss what they know and have learnt. Pupils learn through a range of self-initiated and adult directed task and are encouraged to follow their own lines of enquiry. We ensure that we use outdoors to explore and conduct fieldwork, the use of visitors to enhance experiences and complementing our curriculum by using our Forest School and Immersive Rooms. In these ways, we enrich pupils' time at Sheffield Lower School with intriguing, unforgettable experiences and stimulate their interests and passions about the world.