

# *Geography at The Mill Academy*

## Rationale and Intent

Geography is an integral part of the curriculum at The Mill Academy as it helps to develop and further children's knowledge of the world around us, provokes and answers questions about the natural and human worlds and using different scales of enquiry to view them from different perspectives. It develops knowledge of places and environments throughout the world, an understanding of maps, globes, and digital mapping, and a range of investigative and problem solving skills both inside and outside the classroom. Instilling a first-rate geography education should ignite children's curiosity and captivate their interest about the world and its diversities. It is imperative that our children gain the knowledge of our planet's cultural diversity, promoting acceptance and equality of others. Our curriculum will, where appropriate, promote key British values so that our children have exposure to a wider experience of both local and global learning creating opportunities for respect when embracing differences in the world. Geography is a focus within the curriculum for understanding and resolving issues about the environment and sustainable development.

Some of our learning objectives are driven by the Geography theme; in others, geography is a subsidiary subject ensuring that children learn then use and apply their geographical knowledge and skills in a range of different learning contexts. This allows for consolidation and refining specific geographical skills and understanding.

From an early age, children are taught how to use and understand subject-specific vocabulary in relation to Human and Physical Geography and Geographical skills and enquiry, and to develop skills to enhance their locational and place knowledge.

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## Implementation

Through our cross-curricular approach here at The Mill Academy, we ensure that the geography is embedded across all areas of our curriculum. Lessons are planned to be purposeful and enable children to convey their understanding of geographical components across a range of subjects, from reading to history and science to art. Our whole curriculum is shaped by our school vision, which aims to enable all children, regardless of background, ability and additional needs, to flourish and have a greater understanding of their place in the world, and their rights and responsibilities to other people and the environment. Children are taught a wide range of geographical skills, inline with our school progression document, and provided opportunities to apply these skills in context. As a school, we implement a progressive geography curriculum, that builds on embedding prior knowledge and skills, then implementing and developing new skills. These include, developing age-appropriate, precise knowledge of the location, physical and human characteristics of a wide range of globally significant places including terrestrial and nautical locations. Children use a variety of geographical sources including: OS maps (including interactive maps), diagrams, globes and aerial photographs to interpret data. Through outdoor learning and fieldwork experiences, children collect, analyse and present a range of information to deepen understanding of geographical processes. We ensure that trips/ fieldwork in our local area and visiting experts are used to enhance the learning experiences for the children.

The geography curriculum will be taught in response to driving questions which are aimed to be challenging, inspiring, creative, nurturing and encourage active learning across all years. As a school, we focus on the promotion of a vocabulary rich Geography curriculum, as it is essential to our student's successful acquisition of knowledge and understanding. This geographical vocabulary is an evolving, age appropriate implementation of language, developing from EYFS to KS1 and through to upper KS2.

## Impact

Within geography, we provide children with the necessary skills in preparation for adulthood and entering the wider community. Our children will be able to articulate their learning effectively and demonstrate their knowledge and understanding through a range of activities. Children record their learning aspirations, using their KWL organisers and then what they have learned comparative to their starting points at the end of every topic.