


# Reach for the Stars

## Geography Intent:


At Oakridge Primary School, our geographical learning promotes a sense of caring for our planet and the need for us to behave as responsible citizens to protect our environment. Through our curriculum design, the children are able to develop their knowledge and understanding of physical and human features of geography through investigation of a range of places in Britain and overseas. As well as learning about the wider world, children are given ample opportunities to investigate and make enquires about their local area, so that children develop an understanding of what makes our local area special. Geographers at Oakridge Primary School take part in fieldwork and are able to apply geographical skills to be able to communicate their findings. At Oakridge Primary School, we seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives, equipping them well for further education and beyond.



## Geography Curriculum Drivers:

Key Driver	Promoting	Rationale and Evidence
<p><b>Developing lifelong learners</b></p>	<p><b>Metacognition through the canopy of The Oakridge Way</b></p> 	<ul style="list-style-type: none"> <li>• <b>Resilient:</b> Children develop resilience through extended pieces of learning which enable them to utilise the knowledge they have built upon throughout the unit of learning.</li> <li>• <b>Reflective:</b> They reflect on retrieval practise and work on areas they are less secure on. Through class discussion and debate, they have opportunity to reflect upon their own and others' ideas and opinions.</li> <li>• <b>Resourceful:</b> Children always have access to geography literature in the school which they are able to read at any time of the year. The cover sheets for each unit have key vocabulary which can be used by the children to help in their current learning.</li> <li>• <b>Reciprocal:</b> When working in small groups or pairs, children share knowledge, learning resources, equipment and ideas in order to meet success criteria.</li> </ul>

	<p><b>Unique discipline in each subject</b></p>	<ul style="list-style-type: none"> <li>• Children benefit from having locational and place knowledge including how places change and are connected. It is vital in not just a globalised World but also for making the most of our local, regional and national lives. It helps us make sense of our world. This is built upon throughout the children’s learning journey within Geography.</li> <li>• They benefit from understanding both human and physical processes and the interaction between them and this helps them to understand how they can make a positive contribution to environmental issues. Both human and physical themes are explored during</li> <li>• Fieldwork allows children to appreciate the outdoors and develop a sense of place as well as developing motivation and self-development.</li> </ul>
	<p><b>Secure fundamental basic skills in Reading Writing and Maths</b></p>	<ul style="list-style-type: none"> <li>• In reception, children develop the core basics of letter and number formation linked to the geography activities and learning accessible to them through the Statutory Early Learning Goals.</li> <li>• Data collection demonstrates the real-life use of Mathematics.</li> <li>• The school library and classrooms have a wide range of topical geography books that are age appropriate and link to the leaning in the curriculum.</li> <li>• There are planned opportunities to write like a geographer using a more formal, non-fiction style with appropriate geographical language.</li> </ul>
<b>Key Driver</b>	<b>Promoting</b>	<b>Rationale and Evidence</b>
<b>Enrichment</b>	<p><b>Education visits, visitors, theme days, after school clubs, paired year group work</b></p>	<ul style="list-style-type: none"> <li>• Enrichment brings geography to life where children can see places through new eyes by looking as a geographer</li> <li>• Fieldwork engages children with real-world learning. It enables purposeful data collection. It connects children to their local environment, creates memories and helps develop identity.</li> <li>• Examples of enrichment activities in Geography are: walks around the local area; visit to Llandudno; river study; mapwork at Stanley Head and Cannock Chase; visit to Liverpool and a visit to Ireland.</li> </ul>
<b>Key Driver</b>	<b>Promoting</b>	<b>Rationale and Evidence</b>

Making a positive contribution	<p><b>The roots of 'The Oakridge Way'</b></p> 	<ul style="list-style-type: none"> <li>• Respect of the environment is re-visited often throughout our geography curriculum</li> <li>• Children learn about societies across the world and think about other cultures can enrich our lives.</li> <li>• They reflect upon their role as a citizen and the positive contribution they can make.</li> </ul>
	<p><b>British Values</b></p>	<p><b>Respect</b></p> <ul style="list-style-type: none"> <li>• Pupils compare similarities and differences between their lives and those of others around the world. We aim to disband stereotypes and foster a common respect for different countries and cultures by learning about them.</li> <li>• We encourage children to respect their environment in order that they make positive choices to help protect the planet.</li> </ul> <p><b>Individual Liberty</b></p> <ul style="list-style-type: none"> <li>• Pupils think about how their actions can impact their own community. Moving beyond the classroom, several of our geography units require pupils to think about how they can live responsibly. Through debate and discussion pupils learn how to voice their opinion in a safe and supportive environment.</li> </ul> <p><b>Rule of Law</b></p> <ul style="list-style-type: none"> <li>• Our pupils think about moral law and the consequences of their actions on future generations</li> </ul> <p><b>Democracy</b></p> <ul style="list-style-type: none"> <li>• Our geography units encourage pupils to think about their place in the world, how they can become the best possible citizens of tomorrow and create change for the better.</li> </ul>
	<p><b>Healthy Relationships</b></p>	<ul style="list-style-type: none"> <li>• Our pupils think about their role as a global citizen.</li> <li>• They analyse the impact of human processes upon the environment.</li> <li>• Children are reminded on how to act safely in enrichment activities.</li> </ul>
<b>Key Driver</b>	<b>Promoting</b>	<b>Rationale and Evidence</b>
<b>Developing character</b>	<b>Resilience</b>	<ul style="list-style-type: none"> <li>• Children completed extended pieces of learning which involve challenge and perseverance.</li> </ul>
	<b>Independence</b>	<ul style="list-style-type: none"> <li>• Some learning involves elements of choice and decision making.</li> <li>• Children choose to read their topic books in their classroom.</li> <li>• Children complete extra research at home on their current learning.</li> </ul>

	<b>A celebration of effort and hard work</b>	<ul style="list-style-type: none"><li>• We celebrate geography with an annual golden book for geography assembly.</li><li>• Marking in books reflects not only the outcomes but also the effort put into achieving the results.</li><li>• Headteacher and Deputy Headteacher stickers are used to celebrate 'thinking like a geographer'.</li></ul>
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