

GEOGRAPHY AT GOSDEN HOUSE

KEY END POINTS IN OUR LEARNER'S JOURNEYS

The Geography curriculum supports the progress of our learners in achieving our purposeful and ambitious 'End Points'. These identified 'End Points' focus on 'tooling' up our eventual Gosden Graduates for their future pathways. In addition to these guiding end points all learners have individualised ILPs (Individual Learning Plans) and within their EHCP individual outcomes under the four areas of need which are developed and achieved throughout their time at Gosden.

Primary End Points

- EYFS / KS1 - I am learning to be curious about the world around me, through practical and creative exploration. I am excited to find out more.
- KS2 - I am becoming more confident in exploring the wider world and I use my curiosity and creativity to investigate and to express my learning. I explore my own ideas and beliefs and value those of others

Secondary End points

- WIIFM (What's in it for me) - I have the skills to be confident in my community and feel valued in making positive contributions. I am interested in the world outside my door and I want to play a part in it, understanding differences in people and my community.

WHAT DO WE BELIEVE IS ESSENTIAL IN THE TEACHING AND LEARNING OF GEOGRAPHY FOR OUR GOSDEN LEARNERS?

The delivery of Geography provides our learners with an opening and exposure to other cultures, fostering a curiosity and deepening understanding of the world around them. We focus on what our learners will be able to do and ensure the coverage of the national curriculum content is relevant, meaningful and purposeful. Our learners will have opportunities to experience geographical learning for practical purposes. By teaching Geography we will be preparing our learners for the challenges of the wider world, developing their life skills and challenging themselves in their own learning. All of our learners, with whatever additional needs they have, will receive meaningful and relevant Geography curriculum. Integral to the delivery of Geography is our commitment to building Learning Power in our learners.

DEIB in Geography

Diversity, Equity, Inclusion and Belonging are integral parts to the Geography curriculum and our diverse, varied and multisensory resources reflect this. We ensure that all of our learners feel represented in our geography lessons and are offered opportunities to explore the lives of others through meaningful discussions, practical learning, and research activities. We highlight the value in sharing our own, lived-experiences and draw explicit and implicit attention to the importance of respecting differences between ourselves and peers alike. We nurture children's curiosity to delve into cultures, customs and celebrations of other countries outside of our own. We emphasise similarities and differences to support pupils to think outside of their immediate context and to consider, explore, and understand the bigger picture.

HOW DO WE DEVELOP, STRETCH AND NURTURE THE ESSENTIAL SKILLS AND KNOWLEDGE IN GEOGRAPHY ?

Learning Power Vision: To nurture in all our learners a lifelong love of learning. Our whole school curriculum will build resilience and grit in our learners, so when they leave Gosden House they are better equipped to face life's challenges in a world that is forever changing.

Our Geography curriculum is based on enquiry where pupils are encouraged to be inquisitive and actively engaged in their learning journey through being supported to explore the wider world around them in a geographical context. Many learning opportunities will start with key questions aimed at inspiring interest and curiosity. Building learning power is integral to all planning and delivery for our learners. This approach supports and strengthens all pupils 'Learning Habits/Muscles', and our identified essential 'Life Tools'.

Our key pedagogical elements to the delivery of Geography at Gosden House

Child led and practical

The geography curriculum is planned to be meaningful and relevant to our learners with topics carefully chosen with our learners interests and needs in mind to ensure their engagement, motivation and enthusiasm in their geographical journey. This will enable them to be excited about their learning and curious about the wider world around them. The learners need to be fully involved, exploring and discovering for themselves and drawing their own conclusions. They will have opportunities to delve into first hand experiences so that they can draw on this knowledge and relate it to previous and further learning. We aim to nurture and encourage our learners' passions and interests by providing and adaptable curriculum and teaching styles to increase enjoyment and so motivation, empowering them to take ownership of their own learning.

Geographical Skills

Students will be encouraged to access the geography curriculum through an enquiry led learning approach, with opportunities to ask questions and explore the answers through first hand experiences. Learners will make observations and use these to develop their geographical knowledge of the world around them. Teachers will present the learners with problems that will stimulate their interest and desire to understand where they are in relation to the world around them. Awareness of human behaviour and how this impacts our world and environment will be a key teaching area across the school. To ensure all pupils can access this curriculum, learning will be appropriately differentiated, using approaches that enable pupils to be taught effectively and develop their geographical skills at a level appropriate for them.

Learning Outside the Classroom

Learning outside the classroom is an essential element for the delivery of Geography at Gosden House as children will develop their geographical skills and knowledge through seeing and doing. Exposure, interaction and experience outside of the confines of the classroom will bring the geographical concepts to life for the learners in a way that is relatable and meaningful. Children will experience a range of settings and contexts to develop their curiosity beyond their immediate school environment.

PUPIL LEARNING JOURNEY IN GEOGRAPHY AND MFL

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Our Geography is based on the National Curriculum and modified where relevant, in order to ensure a cohesive and individualised learning journey for every student.

Primary Curriculum : ‘Creative and Curious’ Topic based learning with cross-curricular links through ‘Creative and Curious’ curriculum area which incorporates Geography, History, Science, Art & Design, Design & Technology and MFL

Secondary Curriculum : ‘Our World’ in Secondary which provides project based learning linking History, Geography, Science and MFL.

	EYFS Curriculum Year 2	Lower KS2 Year 3 and 4	Upper KS2 Year 5 and 6	Year 7	Year 8	Year 9	KS4
CONTENT COVER AGE	<p>Differences and similarities between me and my class mates</p> <p>Gingerbread man goes on holiday</p> <p>Dinner time around the world</p> <p>Country and Cities</p> <p>Trip to the moon</p> <p>Seas around the world</p> <p>Forest Life</p> <p>Christmas v Diwali</p> <p>People who help us - who are they? What do they do?</p>	<p>Castles, Knights and Dragons. Local area study-Guildford Castle, why and where it is located.</p> <p>The Frozen Planet Polar regions. Location and impact of climate change.</p> <p>Travel and Transport Geographical skills. Globes, maps and digital mapping.</p> <p>Jungles and Rainforests Physical geography. Importance of rainforests.</p> <p>Food Glorious Food Where our food comes from.</p> <p>Our School Community Locality of school</p> <p>Fire! Fire! Volcanoes, key features and locations.</p> <p>Great Fire of London! London. Capital city and key landmarks</p> <p>In the Sky Weather-observing and recording</p> <p>The great beyond Mars mission</p> <p>The Green Planet Vegetation-name and identify common plants and trees.</p>	<p>Romans Continents and Oceans, Italy and Italian</p> <p>Africa African Landscapes: The People and Customs, continents, climate and features, rivers, mountains, animals, comparison</p> <p>Feathers and Fins Continents, Oceans, Climate and migration</p> <p>Egypt The Nile, human geography, atlases, maps and globes, researching and collecting information</p> <p>The Human Body The world around</p>	<p>Movement and Migration Why do living things migrate? Population and urbanisation Different languages spoken in UK.</p> <p>Climate Change How are we damaging our world? Climate. Explore the languages and cultures of countries across the globe.</p> <p>Gosden House What would it have been like living in Gosden House in the Georgian period? Comparison of the land surrounding Gosden. Explore the languages of the Georgian period-</p>	<p>Why do we Have Wars? Berlin Wall Changes in Countries Looking at countries within Europe MFL: German, experiencing language and culture, languages within Europe</p> <p>Where did the Dinosaurs go? Comparison of America and the UK Locations of where dinosaurs were discovered Rocks-geology</p> <p>Local History Study Guildford Where is the castle? Where does the River Wey start and finish? What is the</p>	<p>Human rights Why are rights so important? Is fair trade even fair? Borders of countries and how they have changed. MFL: different languages spoken in UK.</p> <p>What are Microbes Spread of malaria and the impact on people, the economy and the environment. Comparison of UK and Africa malaria cases. How to control malaria. The work of UNICEF.</p> <p>Tudor Times Would you like to live in Tudor times? Where is Hampton</p>	<p>Geography in Year 10 and Year 11 is covered within the vocational studies courses. Geographical skills learned throughout the previous years are incorporated into particular vocational routes and ASDAN Award and Certificate.</p>

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	Let's Dig. Become an archaeologist. Garden centres Pet Charities, vets	The Blue Planet Water-nearby and around the world, pollution.	us/climate, medicine and cultural differences Canals Local study of canals and rivers	English, Latin, French and Italian	importance of the river?	court? What is the importance of the river? The British Empire-allies and enemies. Trade routes.	
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HOW DO WE KNOW OUR GEOGRAPHY LEARNERS ARE ACTUALLY LEARNING? HOW DO OUR LEARNERS KNOW HOW THEY ARE DOING?

Many geographical learning skills are embedded in Gosden’s Learning Habits/Learning Muscles particularly exploring, noticing, learning together and asking questions. Learning habits are essential skills for life and are reflected in termly ILP targets individualised for every learner. As part of our daily AFL, learners review their application of these skills after learning activity, to identify which we use and give their reasoning behind their choice. The way in which this is done varies appropriately through the school, showing progression and allowing learners to gradually reflect more deeply on their learning and the processes involved. Learner appropriate strategies are used to ensure teachers have a greater awareness of student’s progress and how they are using their learning habits. The aim of this assessment is so that students have feedback about the development of their learning skills. Formative assessment strategies are used to assess pupils’ levels of understanding (such as questioning and pupil voice to explain) both on a verbal and non-verbal level addressing the strengths of each individual learner. This is particularly important, as many of the topics covered can be new or non-first hand experiences. With geography often being a hands on experience, Evisense, our online communication tool, provides an effective way for sharing engagement with learning and feedback to parents. This is incorporated with ‘student voice’ so that our learners are able to purposefully reflect on their own learning.

WHAT DO WE WANT FOR OUR FUTURE GOSDEN GEOGRAPHY AND MFL LEARNERS? (GOSDEN GRADUATE/GOSDEN HOUSE VISION/ GOSDEN TOOLKIT)

Our WIIFM (What’s In It For ME) long term learning outcomes are nurtured and developed through our toolkit curriculum. Our Geography curriculum, Toolkit ‘Life Tools, and our agreed End points are fundamental in preparing our future Gosden graduates for life Post 16, supporting them in their future lives, including the workplace. All decisions made about the curriculum have the Toolkit and the knowledge of our learners at the heart of it.