



A snapshot of how our BRICKS principles drive our **Geography** curriculum:

### Instil our **B**ritish Values including diversity:

- Mutual Respect is embedded through encouraging everyone to have the confidence to express their ideas and opinions regarding geographical issues
- Mutual Respect is embedded via study of people's lives and empathising with those affected by disasters and conflict
- Individual Liberty is embedded through comparing and contrasting locations, children will also explore the people living in these environments and their own individual liberties
- Tolerance is embedded through the study of those with different faiths and beliefs via contrasting countries

### Develop **R**esilience & Resourcefulness:

- Entry and Exit tasks are used to challenge children to develop a resilient approach to their learning
- Support Stations are provided to support children to develop a resilient approach to learning
- Children must show resilience when collecting, analysing and communicating their geographical data

### **I**nspire critical thinking and independence:

- Geographical enquiry encourages questioning, investigation and critical thinking about issues affecting the world and people's lives, now and in the future.
- Appropriate thought-provoking books are used to hook children into meaningful discussions
- Children are encouraged to explore different viewpoints on issues and critically consider the accuracy of preconceived ideas and opinions
- Fieldwork allows children the opportunity to consider how abstract learning can be applied to 'do' Geography

### **C**reate articulate learners:

- Geographical enquiry encourages questioning, investigation and critical thinking about issues affecting the world and people's lives, now and in the future.
- 'What If' challenges are used at the end of topics to encourage children to discuss their ideas

### Building upon **K**nowledge & skills:

- Place, Location, Geographical Skills and Fieldwork knowledge is built upon throughout the curriculum
- Pupils need to learn how to communicate geographical information in a variety of ways. Geography can be communicated through drama, film, photographs, digital maps and other digital media such as blogs and tweets, as well as more traditional communication techniques including diagrams, sketches and hand-drawn maps

### **S**upporting well-being & health:

- Fieldwork provides opportunities to undertake some physical activity within nature



## Bricks into the Curriculum



- Learning about other people's experiences, especially from cultures which give new insights into our own, develop a sense of hope and optimism for children and give them confidence to thrive in a diverse, global society and be respectful citizens