

Subject on a page

Geography



Intent- we aim to:

Deliver an exciting and engaging curriculum which inspires in children a curiosity and fascination about the world and its people.

To enable pupils to develop knowledge and skills in understanding the Earth's key physical and human processes and the interaction between them and of the formation and use of landscapes and environments

To develop pupils' abilities to use their geographical knowledge, understanding and skills to explain how the Earth's features at different scales are shaped, interconnected and change over time.

Develop children's understanding of concepts in Geography that can be applied to identify a question, guide an investigation, organise information, suggest an explanation or assist decision-making.

Plan and teach lessons which encourage children to think how geographers think and use methods geographers use.



Implementation- how do we achieve our aims?

Subject Delivery

We fully cover the requirements of the National Curriculum, and also go over and above with our local geography units and fieldwork visits, and unit about the geography of the location of our partner school in Sri Lanka. We alternate between history and geography teaching, teaching for between 90 minutes and 2 hours a week. We ensure that each subject gets equal coverage over the year.

Curriculum Resources

We have developed our Geography scheme over a number of years. Some units have been adapted from Geographical Association and Royal Geographical Society resources. We have a subscription to 'Oddizzi' which supports our teachers with the planning and delivery of geography with good quality resources. Our Geography progression map clearly sets out the essential knowledge we expect our children to have; vocabulary we want them to use and skills we want them to develop as geographers. Children in all year groups have access to a wide range of resources to support the teaching of Geography including age-appropriate atlases and globes in each classroom.

Core Concepts

Running throughout our Geography curriculum are a number of core concepts that are integral to the teaching and learning of Geography. The geographical concepts of place, space, environment, interconnection, scale, sustainability and change are integral to the development of geographical understanding. They are ideas that can be applied across the subject to identify a question or guide an investigation.

Core Concepts



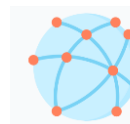
Place



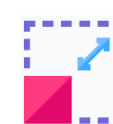
Space



Environment



Interconnection



Scale



Sustainability



Change

Assessment

In Geography, frequent opportunities are planned for the children to demonstrate what they have learned. This may take the form of a quiz, quick retrieval questions at the start of a lesson, or peer assessment used in conjunction with the unit's knowledge organiser.

In addition to formative assessment opportunities, teachers may plan end of topic tasks which allow the children to demonstrate taught skills/knowledge/vocabulary. These may take the form of a focused piece of writing constructing an answer to the overarching unit question. Unit overviews have been created that give examples of outcomes for working towards age related expectations, working at expectations and working above expectations for each unit – these are shared with the children at the beginning of each unit and help us to ensure that our judgements are valid.

Marking and feedback relates to the Key Question of the lesson. Spelling/grammatical errors may be highlighted depending on the ability of the child, but, the purpose of marking/feedback is to deepen children's understanding of the content.

Inclusion

Children are given support where necessary so that every child can access the given tasks in Geography. Where needed, extra support may be offered to ensure that children can access the task – working with an adult or peer, support given with reading and transcription, or extra resources provided e.g., a map with some labels, partial labels or information given to help them get going.

Strategies such as pre-teaching relevant vocabulary or providing a word bank or visual aids can help children who have barriers to access the same work as their peers. We have lots of physical resources to help children work practically, for example we have globes and a range of atlases in each classroom and also include opportunities such as visits, fieldwork and workshops to help children to access this subject.

Cultural Links

Because most of our pupils are of White British ethnicity, we are keen to develop children's knowledge and understanding of other places and build up understanding of how people of different races and cultures contribute human and world Geography. We have links with Badi Ud Din Mahmud Girls' College in Kandy, Sri Lanka, which is an all-girls Muslim school. We have hosted their staff on visits to England and many of our staff have visited Sri Lanka and we regularly participate in events which the children take part in. We have included a unit relating to Sri Lanka in our curriculum to help children build up their geographical understanding of the context of the children who attend this school as well as adding to their cultural understanding about places which contrast with our own.

Enrichment

Teachers organise many trips and experiences that link to the children's geographical learning. Visits and fieldwork take places in every year group, starting with the school grounds and local area and progressing to studying the geography of both places further afield and other nearby locations to compare. Residential visits in Years 3 and 6 have geography fieldwork built into them and are exciting and memorable experiences for the children. Links to geography are also made in history units wherever possible and relevant, for example understanding about land use and human settlement in units about Anglo-Saxons and Egyptians.

Enhancement

We have a strong focus on making comparisons within our units and children are encouraged to think and express themselves in increasingly analytical and critical ways when comparing places and the geography of them. Children are supported to gain breadth in their learning by exploring additional case studies and examples.

Because fieldwork is built into every year of our curriculum, children are exposed to a wide range of real-life geography, and we challenge and extend children by asking them to undertake fieldwork tasks of increasing complexity and provide leadership opportunities within these.