



Whole School Geography



“The study of geography is about more than just memorising places on a map. It’s about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it’s about using all that knowledge to help bridge divides and bring people together.” President Barack Obama, 2012

Intent

At Hindlip and Tibberton First Schools, we aim to deliver a broad, high quality and ambitious Geography curriculum which inspires children’s curiosity and fascination about the world and its people. Geography, by nature, is an investigative subject. Therefore, we intend to equip our pupils with the knowledge and skills that will remain with them into middle school and adulthood. All pupils are given the opportunity to gain robust, varied and age appropriate geography skills which are built on progressively throughout their school journey. All pupils develop a knowledge of, a curiosity about and a sense of responsibility for their world.

Our intent is for pupils to develop contextual knowledge of the location of globally significant places, interpret a range of sources of geographical information, including maps, diagrams, globes and aerial photographs. Pupils will communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing.

Implementation

To ensure high standards of teaching and learning in Geography, we implement a curriculum offer that is progressive throughout the whole school. Our spiral curriculum ensures a progression of skills and knowledge are embedded across each year group. Our long- and medium-term planning is rooted in the National Curriculum and supported by our skills progression document. We use creative and engaging teaching methods alongside a broad variety of resources and methods such as fieldwork, school trips, ICT and practical sources. Teachers make use of the school grounds and the local area for fieldwork. We are passionate about developing knowledge, understanding and skills through children being outside and enjoying the Geography around them. Educational visits are frequent to enable children to gain real-life experiences and apply skills practically.

Where appropriate, we make cross-curricular links so that learning is repeated in several contexts and children are given opportunities to recall knowledge and skills, strengthening their long-term memory, in order to plan for repetition and building of prior knowledge, teachers are expected to know what has been taught previously as well as having a secure understanding of what needs to be taught. Teachers consider Cognitive Load Theory when planning and make use of termly topic quizzes to assess teaching and learning from previous terms. This includes sharing topic work in communal areas to both celebrate learning and support cognitive load. Topic homework for pupils in Key Stage Two ensures learning can be shared at home, as well as embedding and applying skills and knowledge which have been taught in class.

Subject coordinators are allocated time to monitor the subject closely across the school and ensure teachers are equipped to teach the subject to a high standard. Formal, summative assessment in Geography takes place at the end of each year stating whether children are working towards age-related expectations, are working at age-related expectations or are working at greater depth.

Impact

Our Geography curriculum is high quality and planned to demonstrate clear progression of knowledge and skills. Children will develop the geographical knowledge and skills to enable them to explore, navigate and understand the world around them. Our engaging lessons shape inquisitive learners who aspire to research and explore new learning further. This is evident through pupil voice, where children confidently talk about the skills and knowledge they have acquired and work displays the range of topics covered and clear cross-curricular links. Our Pupil Voice highlights that 100% of our pupils enjoy Topic lessons and feel inspired and curious to know about the past and the world around them. Children can talk with confidence and understanding about what they have learnt. They demonstrate an understanding of how they learn, what they would like to learn next and how to extend their learning. Not only will children be equipped with the knowledge, skills and understanding set out in the Primary National Curriculum, they will be prepared to become competent geographers in middle school, and as an adult living in the wider world.