GEOGRAPHY GUIDELINES (CURRICULUM)

Reviewer: Sarah Jagra

Updated: October 2022

Review: Autumn 2024

Introduction

This document is a statement of the intent, implementation and impact for the teaching and learning of Geography throughout Whitegrove Primary School.

Intent

Geography is an essential part of the Whitegrove curriculum, providing a purposeful means for exploring, appreciating, and understanding the world in which we live and how we are all contacted to the environment and each other. Currently we have 25 languages spoken across our school, with families and households having connections to all parts of the globe. Through geography, children at Whitegrove learn about our local area and their place within in. They learn how to compare their life with those in other regions in the United Kingdom and in the rest of the world. Gaining an appreciation of their life, culture and environment with that of others.

Most importantly, effective Geography teaching challenges pupils to think for themselves and contributes to establishing their own values in many of the fundamental areas of human life. Helping them to recognise the importance of sustainable development for the future of mankind.

Aims

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

- To enable children to gain knowledge and understanding of places in the world;
- To increase children's knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country;
- To allow children to learn graphic skills, including how to use, draw and interpret maps;
- To teach children to use correct geographical language and terms;
- To enable children to know and understand environmental problems at a local, regional and global level;
- To encourage in children a commitment to sustainable development, and an appreciation of what 'global citizenship' means;
- To develop in children a variety of other skills, including those of enquiry, problem solving, computing, investigation, and that of presenting their conclusions in the most appropriate way.

Implementation: National Curriculum

At Key Stages 1 and 2, schemes of work are planned in accordance with the requirements stated in the National Curriculum document. Cross-curricular links are explored where appropriate, including the use of ICT to access, organise and present information.

Planning & Teaching

The school uses the National Curriculum (2014) as the basis of its curriculum. The scheme has been adapted to the local circumstances of the school in that we make use of the local environment in our fieldwork and we also choose a locality where the human activities and physical features provide a contrast to those that predominate in our own immediate area.

Lessons are planned according to units outlined on the school's curriculum plan. Within these units, planning takes account of the progression of skills within the National Curriculum

The school uses a variety of teaching and learning styles in geography lessons. The principal aims are to develop skills and understanding as well as developing their technical knowledge. We do this through a mixture of whole-class teaching and individual/group activities. Within lessons, we give children the opportunity both to work on their own and to collaborate with others, listening to other children's ideas and treating these with respect.

Educational visits and visitors to the school are used wherever possible to aid learning and develop field work. The accumulation and interpretation of evidence to answer questions often takes several lessons. Key learning and evidence is recorded in a variety of different ways, including using ICT, leading to final answers to the questions studied.

Progression for all pupils – skills & knowledge

At Whitegrove we provide a relevant broad and balanced curriculum for all our pupils. We recognise the fact that there are children of widely different abilities and varying needs in all classes, and we provide suitable learning opportunities for all children by differentiating activities within Geography to ensure that the specific needs of individual children are best met and we employ 'Room at the Top' strategies to challenge our most able. Children are encouraged and supported to develop their skills in this subject.

We achieve this by:

- teaching a specific geographic skills, knowledge and vocabulary.
- engaging with fieldwork, visits or visitors as often as possible.
- responding to pupils' diverse learning needs; Employing 'Room at the Top' strategies to ensure challenge for the most able.
- setting tasks which are open-ended and can have a variety of responses to apply geographical skills and knowledge.
- providing resources of different complexity, according to the ability of the child;
- using Learning Support assistants to support the work of individual children or groups of children.
- asking and answering increasingly challenging questions to develop a deeper understanding of a wide range of geographical skills and concepts

Impact: Assessment

Children's progress in Geography is assessed against the Age-Related Expectations over the phase. These describe the types and range of performance that the majority of pupils should characteristically demonstrate, having been taught the relevant programmes of study.

The Role of the Geography Subject Leader

The main task of the Geography Subject Leader, is to support colleagues and ensure quality teaching, learning and progression so every child may explore their own potential as a geographer and develop a love of the subject.

The subject leader is responsible for:

- Supporting and working with colleagues and keeping them informed of changes and developments within their subject;
- Monitoring the relevance, continuity and progression of the geography curriculum throughout the school and recommending any action needed;
- Providing advice about the geography guidelines and schemes of work;
- Keeping, updating and extending resources, ensuring staff are aware of their availability and identifying future needs;
- Keeping own skills and knowledge up to date through reading and attending relevant courses and by developing links with sources of expertise and information beyond the school.