

Subject on a page:

Geography

At Hurst Green, we believe that studying geography is so important for children, regardless of their age or stage of learning. Geography helps them to make sense of the world around them and piques their curiosity in places and people.

Intent—We aim to...



Teach a balance of substantive & disciplinary knowledge so that pupils know the facts as well as being able to think geographically

Deliver a '3D' knowledge-rich curriculum, with chronology at its core. Language is carefully planned to repeat & build on prior knowledge

Develop an enquiry-based approach to geography by planning the learning around 'The Big Question'

Immerse pupils in their learning by ensuring high quality fieldwork & map reading takes place

Foster a love of learning where children develop their passion for geography



Implementation—How do we achieve our aims?

Geography teaching starts as soon as pupils enter Hurst Green. In EYFS, geography is predominantly focused on their own locality although this moves to the wider world with links to stories they read. This further develops in KS1 to move onto significant places and starting to develop an understanding comparing & contrasting locations. In KS2, teaching is balanced between substantive & disciplinary knowledge with a focus on retrieval and developing accurate vocabulary. Where possible, cross curricular links are made between different subjects within a year group, between history across different year groups and between different subjects in different year groups—a 3D curriculum.

Curriculum design

Our curriculum has been designed using the National Curriculum, whilst also considering the interests of the children. It is planned so that children make progress by simply knowing more and remembering more. By the end of KS2, children will be skilled geographers who can answer questions about the 'big concepts'. Planning of topics is focused, not sweeping in nature. The curriculum focuses on knowledge which is underpinned by the context of the place being studied. The knowledge & skills developed in geography are translated through cross-curricular learning.

Knowledge Rich

Teaching pupils substantive & disciplinary knowledge is vital to geography teaching. Substantive knowledge is provided to the children through the Knowledge Organisers, which are used in school & provided for home use. Disciplinary knowledge is taught by children understanding how geographers think. This is developed systematically through KS2 in partnership with substantive knowledge.

The Big Questions

Enquiry based learning is the driver of every topic based on a key geographical concept, such as place, space, scale, interdependence, physical/human features etc. Enquiry questions are given to the children under the term 'The Big Question' and all lessons build towards answering this in a final piece of work. Linking lessons to the big question ensures that children are working towards a meaningful final outcome. Subject leaders work closely with teachers to ensure the quality of the enquiry question and that a range of concepts are met across topics.

Vocabulary

Vocabulary is carefully planned to feed through from EYFS to Yr6, ensuring children meet key terms in different contexts. This vocabulary is not exclusive to geography but inclusive to the 3D curriculum. Words are displayed in the classroom which link to the current topic so they can be rehearsed regularly within lessons. Subject leaders have designed a whole school documents that teachers work from, which shows in which context the children have met the words previously. This provides children with the opportunity to have a fully developed understanding of key geographical terms by the end of KS2.



Implementation (continued)

Stories

Stories offer an effective way to teach geography, especially for a new, unfamiliar location. Fictional stories develop understanding of geographical concepts and put new vocabulary into context. A well written & told story starts off a new topic with a bang!

Diversity

Diversity is a complex subject that must be addressed and carefully planned for within geography teaching. Children need to understand a wide range of individuals & groups must be reflected in the curriculum as to not create stereotypes in their understanding. Diversity feeds into every topic rather than a stand alone month. By exploring different concepts in the same example, a 'single story' is avoided about a place.

Assessment

Assessment in geography falls under three strands. Firstly, teachers use summative assessment as part of their daily practice to gauge understanding. This feeds into the inclusivity for all and provides opportunity for misconception identification. In addition, teachers assess understanding of key concepts through weekly lessons and the final response to 'the big question'. Finally, teachers & subject leads record judgements based on the NC objectives after each topic.

Trips & Visitors

Trips and visitors bring the geography curriculum to life, for example a trip to Birmingham Botanical gardens & museum visits. They allow children to experience aspects of geography from experts and provide them with an opportunity to practise disciplinary knowledge. Pupils are able to develop their fieldwork skills in context of their topic.

Fieldwork

Fieldwork is integral to the curriculum & occurs regularly & with purpose: it enables formal learning to occur outside of the classroom & immerses pupils in the key content of their learning, allowing them to think deeply and therefore make stronger links in their long-term memory

Inclusivity

The content of the curriculum is not reduced for children with SEND, rather the manner in which they access the curriculum and produce work related to it, is amended to suit their needs. Any adaptations concentrate on how the content is taught, rather than the content. High expectations exist for all pupils at their own level of understanding

High Quality CPD

CPD ranges from in-house in response to external CPD by the curriculum lead & geography curriculum experts. All developments to the curriculum are well-considered, planned carefully & monitored and evaluated. Staff have a robust knowledge and understanding of the geography topics taught and how this links to what has been taught previously and what will be taught in the future

Impact: How will we know we achieved our aims?



Pupils have developed a love of geography and are curious about the world around them



Pupils are confident in the use of key vocabulary in a range of contexts & are ambitious in achieving age-related expectations in geography



Pupils know more and remember more of their geography knowledge, demonstrating good progress from their starting points



Pupils have the ability to explain their own geographical thinking and understand the 'big concepts' of geography



Pupils can explain how different topics of geography link together & can compare and contrast localities



Pupils can recognise & appreciate the diversity of the world around them, challenging stereotypes that they encounter