



Whitesheet Primary Academy Curriculum Statement

Geography



"The study of geography is about more than just memorizing 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." Barack Obama

Intent	Implementation	Impact
<p>What will take place before teaching in the classroom?</p>	<p>What will this look like in the classroom?</p>	<p>How will this be measured?</p>
<p>The school's senior leadership team will:</p> <ul style="list-style-type: none"> • Lead the school staff to develop a clear overarching curriculum intent which drives the ongoing development and improvement of all curriculum subjects. • Ensure that the curriculum leaders have appropriate time to develop their specific curriculum intent through careful research and development. • Ensure adequate funding is allocated to geography to enable staff to provide the quality of resources required to deliver a high quality curriculum 	<div data-bbox="808 568 1518 852" style="border: 1px solid black; padding: 5px;"> <p><i>Geography enables children to understand the interactions of people and the physical and human environment in which they live – local, national, international, and global – and how to recognise how sustainability in the future could be achieved.</i></p> <p style="text-align: right;"><i>David Weatherly (Connected Geography)</i></p> </div> <p>Our teaching sequence:</p> <p>In order for our children to gain geographical expertise and develop an increasingly mature and informed geographical perspective on their world, they will investigate a range of carefully selected enquiries that are designed to ask 'Big Questions'. These Big Questions will enable our children to understand the interaction of human beings with their environments – at personal, local, regional, national and global scales; the children will construct knowledge and understanding through these enquiries. Learning objectives will be outcome focused and progressively more challenging from EYFS to Year 6.</p>	<p>Pupil Voice will show:</p> <ul style="list-style-type: none"> • An age appropriate understanding of substantive and disciplinary knowledge • A secure understanding of the enquiry skills appropriate for studying each key area of the geography curriculum: field work, place and location knowledge, and human and physical knowledge. • A progression of geographical understanding, with appropriate vocabulary which supports and extends understanding • Confidence in discussing geography, their own work and identifying their own strengths and areas for development <div data-bbox="1563 1225 2141 1385" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>I know more, I recall more, I understand more...I am mastering more complex concepts and language and I can therefore ...communicate more complex ideas!</p> </div>

At EYFS and Key Stage 1:

Many of the 'Big Questions' will be more tightly defined or closed '**Who**', '**What**', '**Where**', '**When**' questions that will be investigated and answered through a range of stimulating and engaging enquiries

Carefully selected stories will be also used, particularly in EYFS, alongside other 'geographically rich' sources, to introduce children to the wider world and things beyond their own experiences.

'Gateway to geography' stories, act as an exciting stimulus for geographical lines of enquiry, that help children build worthwhile knowledge and understanding, explore subject concepts and acquire increasingly sophisticated language.

When deciding on the suitability of a story as a 'gateway to geography' we will consider if the story:

- *Is knowledge rich*
- *Contains quality geographical information that is worthwhile for the children to know and remember.*
- *Conveys positive and enlightened attitudes towards people, their cultures and communities both, in terms of the narrative and its images*
- *Has opportunities in the story to exemplify key geographical concepts*
- *Contains appropriate vocabulary that can be highlighted an added to a child's developing language*

At Key Stage 2: 'Doing less better!'

There is a more open ended approach to the enquiries, with an emphasis on 'Why' and 'How' questions.

- Each enquiry will have a key question underpinned by several ancillary questions for the pupils to master in turn, as they progress through the investigation.
- All of the ancillary questions have been carefully designed to take the children from the known and familiar, to the unknown and unfamiliar in a supportive manner.
- By the time the pupils have completed all stages of the investigation they will be in a position to answer the key question.
- Children are also encouraged to be critical and curious enquirers, generating their own questions for investigation.

The key question enquiry structure adopts the approach of initially identifying where the pupils are in terms of their experience or knowledge of the focus of the enquiry; then supporting them to complete a number of ancillary question investigations to progress their understanding; and finally assisting them to make sense of the progress they have made through a range of ways that can track and record achievement against performance descriptors.

Our enquiry based approach to the teaching of geography will be delivered through the **Collins Connected Geography Scheme:**

Connected Geography enquiries in **EYFS, Key Stage 1 and Key Stage 2**, are designed to facilitate time and space for children to ‘dig deeper’ and develop as geographers – there is a balance between increasing and extending substantive knowledge (important subject knowledge that is implicit in each enquiry) and allowing opportunities for the development of disciplinary knowledge.



The **Connected Geography** approach ensures, progression in both:

- the complexities of content
- and in terms of
- pupils applying their knowledge to achieve higher order outcomes, as they move through the programme.

The eighteen **Connected Geography** enquiries have been written to ensure that children are progressively challenged to achieve the outcomes, outlined in the table below, as they move through the programme.

In EYFS and Key Stage 1 the enquiries will be part of a **2-year rolling programme** and in **KS2 this will be a 4-year rolling programme**. This is in order to be able to ensure broad coverage of substantive knowledge and concepts in a mixed age setting.

Although children will be investigating the same enquiry question, the skills and techniques which they use to investigate the question and communicate their findings, will be very much progressively challenging and specifically linked to the expectations for each year group.

This progression reflects increasing mastery of the subject, which is highlighted in the learning objectives of each investigation.

Name & recognise	Identify	Locate	Describe
Observe	Compare & contrast	Reason	
Measure – record-present	Understand through explanation	Conclude	
Make informed judgements	Apply	Predict	Evaluate
Reflect	Critique	Hypothesise	

We will see :

- Evidence of geographical enquiry drawing on a progressive range of knowledge, skills and techniques
- A range of increasingly sophisticated ways to communicate the answers to the both the Big Questions and ancillary questions
- Knowledge organisers to develop the ‘Now Knowledge’
- Learning Organisers - to provide a structure for learning for the children

- | | | |
|--|--|--|
| | <ul style="list-style-type: none">• Quizzes to review learning covered in previous lesson/s to strengthen the 'hereafter' knowledge• 'Appropriate' and 'Specialised' geographical vocabulary is introduced and consolidated with the children• Evidence of a wide range of purposeful fieldwork activities that have very clearly linked subject learning objectives• Evidence of cross curricular linkage that provides different perspectives and viewpoints about issues and illustrate how interconnected and interdependent the world is in the twenty-first century | |
|--|--|--|

The curriculum leader will:

Design a geography curriculum that is exciting, relevant and meaningful. It is knowledge rich, coherently planned and inspires children through a wealth of opportunities and challenges, both within the classroom and beyond, which prepares them for next century living in an ever-changing world.

Our Geography curriculum :

- Is designed to develop children's curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Children investigate a range of places – both in Britain and abroad – to help develop their knowledge and understanding of the Earth's physical and human processes.
- Provides a clearly mapped journey which starts in early years and develops through the whole school curriculum in order to move pupils towards becoming experts in the subject
- Is underpinned by the understanding that robust and secure knowledge is vital if geography is to make a significant contribution to young people's ability to, view and understand the world at different scales and from different geographical perspectives
- Introduces second order concepts over time from an early age in order to help children develop deep knowledge and understanding.

Our classrooms will:

Provide appropriate high quality geographical resources to enable the development of geographical enquiry, skills and techniques such as some of those below;

- A collection of maps from different areas
- Maps and globes of different scales
- Choropleth and political maps
- Digital maps and plans
- A range of carefully selected case studies
- Ariel photography and satellite imagery
- GIS (Geographic Information Systems) - such as Google Earth Plus

Have a developed learning wall which:

- Identifies the main geographical 'Big Question' being studied, supported by carefully chosen appropriate and specialised vocabulary and geographical terms, which are regularly updated.
- Clearly identify the concepts – second order and substantive that are in focus
- Identifies and demonstrates the skills and techniques being developed

Be organised in a way that our children:

- Can investigate questions both collaboratively and independently
- Have access to resources to support their enquiry
- Are supported and scaffolded to ensure they can all access the enquiries being carried out with appropriate independence

Displays around school and books will show:

- Children have mastered increasingly complex critical thinking skills to make sense of knowledge, and they use increasingly complex language to explain their understanding
- Pupils have had regular opportunities for practice and refinement of a range of geographical skills and techniques
- That over time, pupils have studied a wide range of geographical enquiries linked to the interaction of people and the physical and human environment in which they live; locally, nationally, internationally and globally
- Developing and final pieces of work, linked to the Big Enquiries, which evidence consolidation and application of the knowledge, skills and concepts learned and mastered
- Clear progression of skills in line with expectations set out in the progression grids.

- Ensures appropriate progression for vocabulary is in place for each phase of learning, which builds on prior learning.
- Ensures appropriate progression of knowledge and skills is in place, which supports pupils in knowing more and remembering more as geographers.

Through high quality teaching and learning opportunities, we develop the following essential characteristics of *Geographers at Whitesheet*

- ♣ An excellent knowledge of where places are and what they are like, both in Britain and the wider world;
- ♣ A comprehensive understanding of the ways in which places are interdependent and interconnected;
- ♣ An extensive base of geographical knowledge and vocabulary;
- ♣ Fluency in complex, geographical enquiry and the ability to apply questioning skills, as well as effective presentation techniques;
- ♣ The ability to reach clear conclusions and explain their findings;
- ♣ Excellent fieldwork skills as well as other geographical aptitudes and techniques;
- ♣ The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current issues in society and the environment;

- Have access to a range of resources to enable them to communicate their findings and understanding with appropriate independence; i.e. Clicker 8, I-pads, Book Creator, Cameras, voice recorders

Provide our children with :

- Appropriately challenging selections of geographical texts, both non-fiction and fiction, accessible throughout learning to develop wider geographical understanding and underpin reading skills.
- Access to a range of media to enhance learning such as You Tube, videos , blogs, vlogs

♣ A genuine interest in the subject and a real sense of curiosity about the world and the people who live here.

We are committed to providing children with opportunities to investigate and make enquiries as Geographers, about their local area of Zeals and Wiltshire, so that they can develop of real sense of who they are, their heritage and what makes our local area unique and special.

We also believe passionately in the importance of giving our children meaningful and carefully planned opportunities to develop, reinforce and apply their geographical skills and knowledge outside of the classroom.

“Fieldwork makes geography come to life, puts everything into context in glorious 3D and helps students really grasp how geography literally shapes the world around us.”

Kate Humble

Through their fieldwork opportunities our children will be able to ‘Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes’ NC 2014

The curriculum leader will also:

- Keep up to date with current geography research and subject development through membership to the Geographical Association

<p>The class teacher will, with support from the curriculum leader:</p> <ul style="list-style-type: none"> • Create a long term plan which ensures appropriate coverage of knowledge, skills and vocabulary from the progression grid. • Personally pursue support for any particular subject knowledge and skills gaps prior to teaching. • Ensure that resources are appropriate, of high enough quality and are plentiful so that all pupils have the correct tools and materials. 	<p>Our children will be:</p> <ul style="list-style-type: none"> • Engaged because they are inspired by a curriculum of opportunities and challenges that prepares them for next century living. • Resilient learners who overcome barriers and understand their own strengths and areas for development. • Able to critique their own work as a geographer because they understand how geographers study and explain the interactions of people with their environments • Encouraged and nurtured to overcome any barriers to their learning or self-confidence, because the geography curriculum is made accessible for all and feedback is constructive, focussing on gradually developing geographical knowledge and skills 	<p>The curriculum leader will:</p> <ul style="list-style-type: none"> • Celebrate the successes of pupils' learning in geography through Class Dojo and 'Geographer of the Term'. • Collate appropriate evidence over time which evidences that pupils know more and remember more. • Monitor the curriculum implementation and impact in geography to ensure the outcomes are at expected levels. • Provide ongoing CPD support based on the outcomes of subject monitoring to ensure that the impact of the curriculum is wide reaching and positive.
---	---	--