

Hawthorn Primary School Geography

Intent

Geography encourages a holistic appreciation of how the world works and of the interconnections between concepts such as scale, community, cultural diversity, interdependence and sustainability. Geography is an area of the curriculum which contextualises and extends the possibilities for developing and applying language and mathematics, and enriches understanding of, and in, subjects from science and history to art and design (Scoffman 2017)

At Hawthorn Primary School, through active engagement in primary geography, children are enabled to learn not only about the world but also how it works, how it fits together and how to make a difference and become positive contributors to it.

We believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. The geography curriculum at Hawthorn Primary School enables children to develop knowledge and skills that are transferable to other curriculum areas and which can be used to promote their spiritual, moral, social and cultural development.

Geography is, by nature, an investigative subject, which develops an understanding of concepts, knowledge and skills. Our aim is to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

Purpose

Pupils:

- have a real sense of **curiosity and fascination** to find out about the world and the people who live there
- know about **diverse** places, people, resources and natural/human environments
- have an **understanding** of Earth's key physical and human **processes**
- are **deepening** understanding of the **interactions** between physical and human processes
- have an understanding of the **formation** and **use** of **landscapes** and **environments**
- are increasingly able to **explain** how the Earth's features at **different scales** are shaped, **interconnected** and **change over time**

Aims

Pupils:

- have a **contextual** knowledge of the location of **globally significant** places- terrestrial and marine- and their related geographical characteristics and processes
- can understand the processes that shape human and physical features of the world, their **interdependence**, **spatial variation** and change over time
- can **collect, analyse and communicate** data gathered in the field to deepen understanding

- are able to **interpret** geographical sources, such as maps, diagrams, globes and photographs.
- can **effectively communicate** through images, maps, data and written formats

Implementation

Geography at Hawthorn Primary is taught within every theme throughout the year, so that children can achieve depth in their learning. Class teachers identify the key knowledge and skills of each theme and lessons are planned using the (DfE 2014) National Curriculum programmes of study and Hawthorn's Progression of Knowledge and Skills in Geography documents.

At the beginning of each theme, a 'Stunning Start' is provided which entices, enthuses and immerses children in their 'Theme Learning'. Planned opportunities are given to each year group for children to convey what they know already as well as what they would like to investigate and find out. This also informs the programme of study and ensures that lessons are relevant and take account of children's different starting points.

Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion.

Cross curricular outcomes in geography are specifically planned for and the local area is fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice.

Assessment

Lessons build on prior knowledge and teachers have planned their sequence of lessons to ensure effective assessment. Class teachers assess children's understanding in Geography through questioning, learning in books and video/photograph evidence. This is then recorded on Hawthorn Foundation Assessment Tracker. This data is analysed to improve the children's learning in Geography and next steps are planned accordingly.

Online resources

All staff have access to 'Digimaps', 'Oddizzi' and 'Geographical Association' to support short term planning and enable cross curriculum links with ICT.

Impact

Outcomes in theme and literacy books, evidence a broad and balanced geography curriculum and demonstrate children's acquisition of identified key knowledge and skills.

Children are able to review their successes in achieving the lesson objectives and are actively encouraged to identify their own areas of development.

As children progress throughout the school, they develop a deep knowledge, understanding and appreciation of their local area and its place within the wider geographical context.

We measure the impact of our curriculum through the following methods;

- Learning walks and professional dialogue with teachers.
- Accessing children's understanding of theme linked vocabulary before and after the 'knowledge and skills' have been taught.
- Summative assessment based on pupil discussion about their learning/termly data input
- Images and videos of the children's practical learning (class and subject portfolio and Class Pages).
- Interviewing pupils about their learning (pupil voice)
- Moderation staff meetings where pupil's books and class portfolios are scrutinised and there is an opportunity for dialogue between teachers to discuss the learning and teaching in their class.

