

HUGHENDEN PRIMARY - GEOGRAPHY

Intent:

Geography is, by nature, an investigative subject, which develops an understanding of concepts, knowledge and skills. 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. We are committed to providing children with opportunities to investigate and make enquiries about their local area of the Chilterns, High Wycombe and London, 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 develop the children's ability to apply geographical skills to enable them to confidently communicate their findings and geographical understanding. We want children to enjoy and love learning about geography by gaining this knowledge and these skills, not just through experiences in the classroom, but also by enjoying fieldwork and educational visits.

Through high quality teaching, we develop the following essential characteristics of geographers:

- 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 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, which require co-operation between the children;
- The ability to collaborate with each other and express well-balanced opinions, rooted in their knowledge, empathy and understanding about current physical and human geography issues;
- Encouraging respect for our world and those who live here;
- A genuine interest in the subject and a real sense of curiosity about the world, whilst encouraging empathy with others in various parts of the world who are less fortunate than ourselves.

Implementation:

In ensuring high standards of teaching and learning in Geography, we implement a curriculum that is progressive throughout the whole school. Geography is taught as part of a termly or half-termly topic, focusing on knowledge and skills stated in the National Curriculum. Teachers use the CLPE English scheme as a basis for cross-curricular Topic teaching and links are made with all other subjects, wherever possible, so that aspects of Geography learning are reinforced in other parts of the curriculum.

As part of this planning process, teachers:

- Write long and medium-term plans in each subject which ensure progression and depth, concentrating on geographical skills suited to the year group;
- Ask challenging questions for pupils to answer by applying their learning in a philosophical/open manner;

- Plan interesting and exciting trips as well as visits to the school by experts who will enhance the learning experience in each topic;
- Use appropriate cross-curricular home learning tasks which children complete with adults at home.

To assist teachers in the above, the Humanities Co-ordinator at Hughenden Primary aims to:

- Develop and create a progressive framework that focuses on the key skills that children will build on at every stage of the primary career.
- Support Teachers in developing cross-curricular links between not only in *Geography* but in the wider curriculum as well.
- Through their own CPD, support and offer advice to colleagues on issues related to *Geography*.
- Monitor pupil progress in that subject area, through the use of book scrutinies, summative assessment data and lesson observations.
- Seek to provide external links for whole school and class-based learning opportunities in *Geography*.

Impact:

Our *Geography* Curriculum is high quality, well thought out and is planned to develop co-operation skills between our children whilst building their resilience and demonstrating progression in their geographical skills. Outcomes in cross-curricular literacy and topic books evidence a broad and balanced *Geography* curriculum and demonstrate children's acquisition of identified key knowledge.

As children progress throughout the school, they develop a deep knowledge, understanding an appreciation of their local area and its place within the wider geographical context whilst showing empathy with others less fortunate than themselves. Geographical understanding, as well as children's spiritual, moral, social and cultural development is further supported by the school's links with international partner schools (e-twinning).

In addition to this, we measure the impact of our *Geography* curriculum formally by ongoing assessment of progress using Learning Ladders.