

Geography Framework



Intent

It is our intent for the Geography element of our school curriculum to inspire pupils with a curiosity and fascination about the world and its people. Teaching should equip pupils with knowledge about different places, people, resources and natural and human environments, together with an understanding of the Earth's key physical and human processes.

As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes and of the formation and use of landscapes and environment. We want our children to gain confidence and practical experiences of geographical knowledge, understanding and skills.

Implementation

Geography is taught in topics. These have been planned to foster continuity and progression as children move through school. Knowledge organisers outline the knowledge and vocabulary that children need to be taught and are used as a planning and assessment tool, as well as a success criteria for the children. They include previous learning that should be 'revised' before embarking upon the new topic. At the start of a topic children are given opportunity to convey what they already know and what they would like to find out. In this way teachers can ensure that lessons are relevant, ignite curiosity, engage learners and take account of differing starting points. Progression and skills documents ensure that learning is built upon systematically.

Impact

Evidence of a broad and balanced Geography curriculum is evidenced through children's books, pupil voice and teacher planning. The curriculum is planned to demonstrate progression through year groups. The impact of the curriculum is measured through:

- Assessing standards against the planned outcomes
- Marking of work
- Discussions and questioning

Scheme

We do not use a scheme, but the knowledge organisers serve to enable and assist in planning topics.

Assessment

Formative assessment will take place on a regular basis during lessons to ensure understanding and progression. Summative assessments could take place at any time during the topic in a variety of different ways to allow all children the opportunity to show what they have learned. These may include essay writing, quizzes, two-minute writes, verbal feedback, project work, cross curricular work and many more assessment opportunities. Assessment will be made against the key 'sticky knowledge' questions which determine the foundation of what each child should know to progress to the next stage of learning. From this, the teacher will establish whether children are working at the expected level.

Provision for Inclusion

All pupils have equal rights to access the geography curriculum. To facilitate this, teachers will set suitable learning objectives, overcome any barriers to learning and respond and adapt to pupils learning needs.

Health and Safety/Safeguarding

Hemingbrough CP Primary School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. Where fieldwork activities and/or educational visits are undertaken to support and enrich the curriculum, full risk assessments will be carried out in partnership with the SLT and EVC.

SMSC and British Values

SMSC in Geography at Hemingbrough.

Spiritual Development:

Geography is about the study of people; where they live and our relationship with the environment. There are many opportunities for children to reflect on their own and others' values and beliefs as well as to explore their own feelings about the people and places they are learning about.

Moral Development:

Most geographical issues have a moral dimension. Environmental relationships in particular provide a wealth of opportunities in which children can explore and develop their own attitudes and values.

Social Development:

Activities in the curriculum naturally lend themselves to paired and group work, debate a discussion. It also fosters opportunities through class and field work to develop self-discipline and cooperation and relies on each member of a group to make their own contribution to ensure learning is a success for all.

Cultural Development:

Children learn about the characteristics of the local area in which they live and contrast this with more distant places within the UK and abroad. This includes making children aware of the cultural traditions associated with a place of study as well as our own society.

British Values at Hemingbrough

Children can learn about the diverse people and cultures in the UK and in other countries. They can show respect and an understanding of democracy through collaboration and listening to the differing views of others. The geography curriculum provides opportunities for children to develop and demonstrate skills and attitudes that will enable them to participate in and contribute positively to life in modern Britain.