

Geography Statement

Intent

At Hillesley School our intent for geography is (as for the whole curriculum) to build knowledge 'cumulatively', so that children build on their knowledge of geography through substantive and disciplinary concepts as they 'grow together in learning and life'.

It is our intent that children develop a strong sense of geographical enquiry. We want our children to:

- Build a strong sense of geographical enquiry. We want to hear children asking questions and being curious about the world. We want them to be geographers!
- A good sense of 'place', understanding their place in the world, how this compares to other places (in terms of physical and human geography) and the interconnectedness between these
- Confidence in their 'locational' understanding, knowing 'where is where' through the orientation of the world (e.g. the continents and the oceans), and the concept of scale and distance
- Good investigative, organisational and presentation skills e.g. using fieldwork techniques.

Implementation

Our geography curriculum, which meets the requirements of the National Curriculum, is underpinned by the Plan Bee scheme of work and is carefully mapped out to ensure progression of children's skills and knowledge build from the EYFS to Year 6. Our curriculum is based upon these core foci:

- Substantive knowledge (children's knowledge of location, place, environment and geographical skills including fieldwork)
- Disciplinary knowledge (children's knowledge about how geographers investigate the world in terms of what they 'think and do'.
- Local geography, seeing how a place has changed over time in terms of physical and human factors.

Our classes are mixed-age and therefore our long-term plans illustrate how we teach a rolling programme of topics so that children will study all areas of the curriculum by the time they leave in Year 6. Geographical skills and knowledge, along with other curricular areas such as British Values, art/DT and other cross curricular areas, are planned and taught through this topic-based approach. Although the geography plans are of a linear, chronological design, as it is a 4-year rolling programme to suit our vertically grouped classes, not all children will receive teaching in this linear manner.

Geography Statement

To promote better understanding and long-term memorisation in geography, children are encouraged to make links with previous learning by categorising, comparing, seeking differences and similarities in their geographical learning. They are encouraged to retrieve knowledge on a regular basis through short questioning sessions, mini-quizzes etc.

As part of our termly homework, children are encouraged to carry out independent learning in geography and to bring this into school for our whole-school homework celebrations; this allows parents/carers to support and encourage children in their geography learning.

It is also our intention to bring geography to life by organising school trips, special workshops and events to enhance and broaden the children's learning experiences, e.g. visits to Slimbridge Wildfowl & Wetlands, Midger Wood Nature Reserve, visits from experts, local walks and regular visits to our Forest School.

Impact

We monitor and assess the impact of our geography curriculum through both formative and summative assessments. Teachers will assess the children against the learning objective during each lesson through observation of work, questioning or a more formal piece of work. At the end of each unit of work, children will be assessed on their understanding by completing a short assessment.

Progress in geography is tracked termly and achievement is reported at parents' evenings and in an end of year report but parents are always welcome to contact teachers to discuss children's learning in geography.