

Hurst Drive Primary

Geography Curriculum Guidance 2022-23



Intent

At Hurst Drive, Geography lessons allow children to explore the world around them in greater depth, developing an understanding of their immediate locality as well as the world beyond. The Geography curriculum is designed to inspire a curiosity and fascination, in pupils, about the world around them as well as enabling children to recognise their role within it.

Within our Geography lessons, children acquire a range of fieldwork skills from reading, interpreting and drawing maps to developing their skills of observation, data gathering, presentation and analysis. Through providing opportunities for children to engage in a range of field work skills and utilise our vast grounds, children are able to engage in exciting and meaningful learning opportunities, giving them the confidence to articulate their opinions; take responsibility for the world they live in and see the bigger picture.

Geography is a subject that equips pupils with knowledge about diverse places, people and resources as well as developing an understanding of the Earth's key physical and human processes. As pupils progress throughout school, their growing knowledge about the world should enable them to identify the impact of human processes on landscapes and environments and vice versa.

At Hurst Drive, we are committed to providing a curriculum which broadens and deepens pupil understanding and all staff have high expectations for all children, mirroring our school vision, 'Success For All'.

At Hurst Drive primary School we aim:

- To develop children's understanding of human geography and the impact that this has upon physical geography and the world around them
- To engage our children in range of field work
- To develop a knowledge of, and engage in the practice of, the skills and processes undertaken by geographers
- To build on pupils' curiosity and sense of awe of the world
- To develop in pupils a general sense of enquiry which encourages them to ask questions and engage in discussion

Implementation

Planning

Teachers plan according to the National Curriculum Programme of study and use the Ark Curriculum scheme of work to provide a consistent whole school approach. Geography is taught in blocks throughout the year, so that children can achieve depth in their learning. Each unit of work is underpinned by a clear rationale and conceptual rigour where

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connections are meaningful and links between foundation subjects have been embedded to ensure pupils gain a rich understanding including a cross-curricular perspective.

Teachers identify the key knowledge and skills of each blocked topic and these are mapped across the school. This provides a knowledge-rich curriculum that has been sequenced to ensure a broad and effective learning experience for all pupils and for maximum success. Knowledge builds progressively and children develop skills systematically encouraging our children to be active learners who draw upon previously taught knowledge to further their understanding.

Teaching and Learning

At Hurst Drive, we use a variety of learning and teaching styles in order to meet the needs of all our pupils. Clear objectives from the National Curriculum are set and teachers differentiate according to the needs of the children to ensure the objective is met and every child is challenged. Targeted teaching is used to support identified children.

Discussion-based active learning is an important part of learning at Hurst Drive Primary.

Within each unit of work, teachers and pupils are provided with a knowledge organiser which identifies the key learning for the topic including key vocabulary. This focus on key vocabulary works in conjunction with Voice21 which is a whole school oracy strategy used to promote the importance of class discussion and child engagement.

EYFS

In EYFS, our children start to approach geography through their understanding of the world. Through engaging with the world around them, children are encouraged to explore the natural world and begin to notice some similarities and differences between where they live and where other people live.

Inclusion

Driven by our vision of 'Success For All', all children receive quality first teaching in Geography and activities are differentiated accordingly. Staff have high expectations that all children can achieve their full potential and adapt lessons to ensure that all children are able to access teaching and learning. Scaffolding is used to support children, including the use of sentence stems, word banks and visual prompts and learning outcomes are adapted to be appropriate to specific learning needs.

A useful document to consult when planning the geography curriculum is:

<https://dera.ioe.ac.uk/13792/1/geography.pdf>

This document covers all the adaptations that will support our children with SEN. It also has particularly useful information for planning field trips.

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Impact

Through the use of ongoing assessment; monitoring of teaching and learning and feedback with pupils, we will be able to identify impact. We evaluate progress and attainment for all pupil groups including our SEN pupils, in order to successfully support and challenge to ensure best possible progress and success for all.

Assessment

Assessment is used to inform the teacher of pupils' progress in Geography. Both Assessment for learning and Assessment of learning is used at Hurst Drive Primary School and are imperative to ensure that all of our children are achieving their potential and making consistent progress. Children are assessed throughout their unit of work in order to identify next steps and provide the support required for each child to be successful. At the end of each unit, the children are given the opportunity to apply their learning to answer an Enquiry Question which uses the information that they have learnt throughout the topic.

Formative assessment

Formative assessment is used to identify what the children know and how to move them onwards in their knowledge and application of skills. This is done through a variety of low-stakes measures including quizzes; shared discussions; mini-plenaries and independent tasks.

Feedback

Work is recorded in individual books and acknowledged by the class teacher in order to ensure that children are aware of how they have achieved in their lesson. Teachers also provide verbal feedback to the children throughout the lesson to help them to identify their next steps and support them in progressing.