Geography Policy at Ellison Primary Academy

The Intent, implementation and Impact of our Curriculum – Geography.

At Ellison Primary Academy we shape our Geography curriculum to ensure it is fully inclusive to every child. Our aims are to fulfil the requirements of the National Curriculum for Geography; providing a broad, balanced and differentiated curriculum that encompasses the British Values throughout; ensuring the progressive development of geographical concepts, knowledge and skills about Earth.

Intent

At Ellison Primary Academy, we aim for a high quality geography curriculum which should inspire in pupils a curiosity and fascination about the world and its people. Geography is about the worlds places, people, resources and natural and human environments and a deep grasp of the Earth's key physical and human processes. Geography is concerned with a knowledge about the world that deepens their understanding of the relationship between human and physical processes and the creation and use of land and environments as well as the changes over time. It will provide children with the underpinnings of a lifelong conversation and Earth and its properties as conservationists and caretaker's. We want our children to enjoy and love learning about geography by gaining knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits.

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 half-termly or termly topic, focusing on knowledge and skills stated in the National Curriculum. At Ellison Primary Academy, we ensure that geography has the same importance given to it as the core subjects, as we feel this is important in enabling all children to gain 'real-life' experiences.

We use a concept-based curriculum and ensure our units are planned to include specific key questions which are focussed upon factual, conceptual and debatable content.

The school uses a variety of teaching and learning styles in geography lessons. Our principal aim is to develop the children's knowledge, skills and understanding in geography and we use a variety of teaching and learning styles in our lessons. We believe in whole-class teaching methods and combine these with enquiry-based research activities. We believe children learn best when:

- they go on visits to places of interest;
- they have access to secondary sources such as books and photographs;
- visitors talk about personal experiences;
- they listen to and interact with stories from different places and people;
- they undertake fieldwork allowing them to collect and research data;

- they are shown, or use independently, resources from the internet and videos;
- they are able to use non-fiction books for research;
- they are provided with opportunities to work independently or collaboratively, to ask as well as answer geographical questions.

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children to have challenge and achieve.

To become an effective geographer, we believe children require the following key characteristics; taken from the Chris Quigley Essentials Curriculum.

Children develop;

- An excellent knowledge of where places are and what they are like.

• An excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.

• An extensive base of geographical knowledge and vocabulary.

• Fluency in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.

• The ability to reach clear conclusions and develop a reasoned argument to explain findings.

• Significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter.

• Highly developed and frequently utilised fieldwork and other geographical skills and techniques.

• A passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.

• The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

Assessment in geography can take on a range of forms. This includes end of unit exit tasks. The aim of the exit tasks is for the children to answer the key question stated at the beginning of the unit. The exit tasks may take on the form of an essay, debate etc… These carefully planned tasks will allow teachers to assess pupils understanding against Chris Quigley milestones and the National Curriculum.

Impact

The impact and measure of this is to ensure that children at Ellison Primary Academy are equipped with geographical skills knowledge that will enable them to be ready for the curriculum at key stage 3 and life as an adult in the wider world while making sense of the world around them. Carefully planned entry and exit tasks allow for formative and summative assessment learning and provide the opportunity for children for children to show what they know. Exit tasks are often in the form of an extended essay, debatable question, or a reasoned response to a stimulus. This ensures that children are to synthesis and elaborate on all of the knowledge that they have acquired throughout the teaching sequence, whilst also setting them up for success beyond the walls of Ellison Primary Academy.