

Subject on a page:

Geography

At Southbroom St James Academy we believe Geography is: a subject that allows are children to develop excellent knowledge of where places are and what they are like.



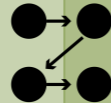
Intent - we aim to...



Endeavour to create a healthy and enthusiastic attitude towards geography through a high quality and engaging mathematics curriculum.



Provide children with a coherent, relevant, broad and balanced curriculum. Through physical and human investigations and studying issues: climate change and trade.



Children receive carefully sequenced lessons, building on prior knowledge, consolidating and extending. Concepts are explored through enquiry once understanding gained.



All children in all year groups are provided with the opportunity to master through a progressive and challenging curriculum.



Children are assessed in a variety of ways so that accurate formative judgements can be made.



Develop an inclusive curriculum delivery where all pupils access the same offer to ensure equity of provision and high expectations and outcomes.



Implementation - how do we achieve our aims?

Knowledge

In KS2, we adopt a constructivist paradigm (passive to active) approach towards teaching and learning in geography enabling our pupils to learn as young geographers and to understand the kind of questions that geographers ask of the world. Through enquiry our pupils not only build their substantive knowledge and understanding but become increasingly adept at disciplinary thinking, conceptual understanding and the use of specialised vocabulary and technical terms.



Big Questions

We structure learning in geography through big question led enquiries about relevant geographical topics, places and themes. Our curriculum is therefore 'knowledge rich' rather than content heavy as we recognise that if we attempt to teach geographical topics, places, themes and issues in their entirety we will create a very shallow learning experience for our pupils. Consequently, we adopt a policy of immersive learning in geography that provides sufficient time and space for our pupils not only to acquire new knowledge and understanding but also to develop their appreciation of the importance of subject concepts.



Enquiry

Through enquiry, our learning and teaching in geography is interactive and practical allowing opportunities for pupils to work independently, in pairs and also in groups of various sizes both inside and outside of the classroom.



Scaffolded Learning

We provide scaffolding for pupils to record the outcomes of their work including the use of PowerPoint, concept mapping, annotated diagrams, improvised drama and the application of a wide range of writing genres. Only in this way will knowledge become embedded and 'sticky' and ensure that our pupils can build on what they know and understand from one year to the next.



Investigation

The termly plans for each geographical enquiry highlight both the objectives and anticipated outcomes of the investigation – the end points of learning. They are also carefully structured through the use of ancillary questions, to enable pupils to build their knowledge and understanding in incremental steps of increasing complexity until they reach the point where they are able to answer in full the question posed at the beginning of the investigation.



Implementation - [continued]

Fieldwork

Through our curriculum, provision is made for regular and high quality fieldwork which we recognise as a core element of our pupils' statutory entitlement in geography. Our fieldwork provides opportunities to develop and consolidate skills and concepts introduced in the classroom and allows pupils to extend their understanding of the 'real' world. Fieldwork provision enables pupils to become observant, to develop the skills of recording, analysis and deduction and to comprehend the questions that geographers ask of the world. Fieldwork and learning outdoors involving the testing and investigation of ideas and theories through practical exercises including observation, data collection, recording, presentation, interpretation and evaluation is therefore fundamental to the study of geography and the development of young geographers at our school. Consequently, fieldwork has been incorporated as a core element of geographical learning in each phase of learning – Lower Key Stage 2 and Upper Key Stage 2. This provision is important not only in terms of learning and teaching differentiation but also from the perspective of inclusion and cultural capital building.

Knowledge Organisers

We use Knowledge Organisers, used collaboratively by both teachers and pupils during the course of each enquiry to support knowledge building, conceptual understanding and the acquisition of increasingly specialised subject vocabulary and technical terms.

Strong Vocabulary Development

We promote the acquisition of subject specialist vocabulary and technical terms in order for the children to communicate their understanding effectively.



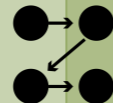
Impact - how will we know we achieved our aims?



Children are engaged and have an enthusiastic attitude towards geography in lessons.



Children know more and remember more resulting in skills which allow them to communicate geographically with a secure understanding.



Children's increased understanding of the world around them and geographical concepts allow them to make good progress, with a high percentage achieving intended outcomes.



Children display a range of disciplinary thinking skills and geographical techniques that they can take with them into KS3 and their daily lives.



Children's outcomes allow adults to develop an accurate picture of their knowledge and understanding in order to build an emerging picture.



A high number of children achieve the intended outcome in geography, and those who find geography challenging are enabled to access the curriculum.

'The study of geography is about more than just memorising places on a map. It is about understanding the complexity of our world, appreciating the diversity of cultures that exist across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together.'

-Barack Obama-