

Rose Wood Academy



Subject Statement for Geography

Contents

Curriculum Aims	3
Subject Content and Organisation	3
Embedding Knowledge	4
Leadership Activities	5
Assessment	6

Subject Statement for Geography

Curriculum Aims

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching of geography should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep 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 environments. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

We aim to achieve this whilst delivering the National Curriculum aims of:

Developing contextual knowledge of the location of globally significant places - both terrestrial and marine - including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes

Understanding the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.

We also aim to deliver competency in the geographical skills needed to:

collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes

interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)

communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

Subject Content and Organisation

The teaching of geography begins in EYFS where children learn about themselves and their place in the world. This is then built upon in Key Stage One and Two. Our geography curriculum is driven by key knowledge and skills. The knowledge and skills are organised through our progression documents and key knowledge documents. Geography skills are inherent in all geography content and are practised regularly. Our enquiry-led approach starts with questions and deepens knowledge and understanding through the gathering and evaluation of a range of data.

The progression documents outline the substantive and procedural knowledge and 'aspects' that the children need to be successful within the subject and outline what the expectations are for the children to achieve at the appropriate level for their stage in learning. This

documentation includes progressions in map skills and fieldwork and also an overview which sets out coverage in each strand of the geography national curriculum.

Maps are very important; they are displayed in each classroom and are regularly referred to. Throughout their time in school, children will see maps that identify locations studied previously or will use maps to revisit prior knowledge by identifying locations previously studied. By elaborating on this locational knowledge or by using it as a comparison to new locations, children deepen their knowledge and understanding of the world.

Children experience geography in a variety of ways, these being:

Mode:	Opportunities
Stand-alone lessons	Geography is the key driver for the enquiry driven curriculum unit
Topic work	Geography opportunities are identified and taught within Enquiry Driven Curriculum units and the geography learning supports learning in other subjects
Incidental geography	Additional opportunities to embed geography learning are taken wherever possible. These may be planned for or may be in response to other scenarios

Key Knowledge Documents

Our key knowledge documents contain the knowledge in our Rose Wood curriculum. These documents define when and where this knowledge will be covered and also identify prior learning so children's learning is building upon what has been previously taught. Our key knowledge documents ensure that there is absolute clarity on what must be taught and allows knowledge to build and develop as staff know exactly what has gone before. Equipped with this knowledge, staff can plan to deepen, develop and revisit so that it becomes embedded.

For each unit of work, clear end points are identified which build throughout school to support children's learning. The key knowledge document also identifies links to other curriculum areas such as history. These links allow for further deepening of knowledge and development of schema.

Our geography 'aspects' are standardised across KS1 and KS2 to allow for revisiting. These 'aspects' are displayed in all classrooms and referred to when covering each aspect to help deepen children's understanding of the strands of geography.

Embedding Knowledge

At Rose Wood, we recognise that learning is only successful if children can securely draw upon it and build upon it. We know that scientific research states that the act of retrieving prior learning strengthens memory and helps ensure that children leave school secure in the knowledge and skills mapped out in the curriculum. We also know that learning is generative – new learning is embedded far more successfully if it accumulates around prior learning. Our approach to securing knowledge and is therefore threefold:

- Learning is reviewed regularly
- The curriculum is designed to build on previous learning. These links are explicit and revisiting is built in so that children can make clear connections and learning is embedded.

- Retrieval practice is built in to the curriculum to help children recall information from their memory

We use a range of retrieval approaches, which are deliberately varied in design to allow students to explore their schemata in different ways, strengthening future recall.

In geography, the key knowledge documents provide the staff with the prior knowledge that children have to allow them to build the revisits into the curriculum and to use that prior knowledge as the basis for new learning. In addition, maps are used to aid retrieval and to revisit prior knowledge. Children are encouraged to recall their knowledge of location and place by adding that content to maps before adding new information or maps shared with children contain previous knowledge and studied locations to support children to revisit knowledge and deepen it. Key concepts also run through the geography curriculum to help children make links to other learning.

Graphic organisers are produced for the content within each unit of study. These will be used for recall, revisits and elaboration to support a deepening of knowledge.

Leadership Activities

As with all subjects, the quality of teaching and learning for geography is every leader's responsibility and all leaders will have an oversight of the quality of teaching and learning for geography. There is also a designated humanities team who have ownership of certain elements of the curriculum. As well as supporting the leadership team to ensure the highest standards of teaching and learning for humanities are maintained, the humanities team will also be the 'subject champion' and will keep abreast of all the new developments that are happening within the subject as well as ensuring high levels of subject knowledge which they will use to support others. They are also in charge of maintaining and acquiring the appropriate resources and supporting staff with their use. The humanities team will deliver some subject specific CPD or will identify appropriate external CPD for staff. The humanities team will also perform monitoring and evaluation on an ongoing basis and feedback their findings to the SLT.

Monitoring and Evaluation

Monitoring and evaluation is ongoing throughout the year. The monitoring will be carried out by the humanities team but other senior leaders will monitor the subject at certain points throughout the year. The main activities that make up the monitoring process are:

Learning walks and enquiries

Work Scrutinies

Pupil Voice

Teacher Voice

Planning and content coverage checks

The humanities team and the SLT will evaluate the outcomes from these monitoring activities. This evaluation will be used to inform next steps for development such as identifying CPD for

staff, supporting with subject knowledge or improving use of or access to resources. The evaluation will be used to produce subject specific action plans and inform the evidencing for subject specific causal chains.

CPD

The humanities team will lead some CPD for staff. This will be to support subject knowledge or could be to introduce new material, resources or ideas. They will also organise external CPD as appropriate to support whole school or individual development.

Resourcing

The humanities team is responsible for ensuring that the school is appropriately resourced to allow teaching staff to deliver high quality geography lessons and to ensure that pupils get the best experience they can. This could be in the form of physical resources such as globes or information texts. It also includes online resources such as 'The Geography Association' and 'Digi Maps'. The humanities team should be regularly assessing the quality of the resources but should also be keeping informed about new developments and innovations that could further enhance and improve the quality of the subject within our school.

Assessment

Teachers at Rose Wood use assessment regularly to support them with their planning and task design. It underpins the principles for learning and ensures that all children make progress and face the appropriate level of challenge. It allows staff to know which children need greater challenge and which children need scaffolding and support to allow them to continue to make progress.

Clear geography end points and end of unit outcome tasks are identified for each geography unit. Assessment documents are created by the humanities team for each unit and include the end points and procedural knowledge within the unit. By assessing against these, teachers can identify any children who have gaps in knowledge. These assessments are passed on to the subject lead at the end of each unit to identify any trends in areas that children find challenging; inform subsequent subject leader actions and target staff CPD to improve subject knowledge.