

Subject on a page:
Explore/Geography

Through Geography, we seek to inspire curiosity and fascination about the world and its people which will remain with them for the rest of their lives. By learning about different people, cultures, landscapes and environments and the links between them, our pupils will develop a growing knowledge that will help them to make sense of the world they live in.



Intent - We aim to...

Enable pupils to be confident, courageous and resilient geographers

Promote pupils' interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes

Teach a balance of substantive, procedural and disciplinary knowledge so that pupils know the facts as being able to think geographically across the curriculum.

Pupils are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it.

Inspire a love of learning where children develop their passion for geography



Implementation – How we achieve this...

Information about our curriculum

Geography teaching starts as soon as pupils start their Ibstone journey and is an integral part of Explore. In EYFS, geography is predominantly focused on pupils own locality although this moves to the wider world with links to stories they read. We teach geography in EYFS as an integral part of the Understanding the World work covered during the year Understanding the World involves guiding children to make sense of their physical world and their community.

We believe that our geography curriculum should provide mirrors for the children in which they can see themselves reflected, windows, through which they can look into the lives and stories of people who are different and doors that empower them to make a difference in our ever-changing world. Using this approach, we select subject content from the National Curriculum and build depth studies within geography that represent the unique community that we serve. Even though our KS1 & 2 pupils become geographers during the Autumn or Spring term, our learning in geography is woven into other subjects throughout the year.

Curriculum Design

At Ibstone we operate on a two-year rolling cycle. Our curriculum has been designed using the National Curriculum, whilst also considering the interests of the children. It is planned through our Discover/Explore/Create curriculum where the topic focus changes termly. Explore is our Geography focus and our Explore units are planned using four interrelated strands of knowledge. By the end of KS2, we aim for the children to be skilled geographers with a keen interest. Planning of topics builds on progression and is focused on knowledge which is underpinned by the context of the place being studied. The knowledge & skills developed in geography are translated through cross-curricular learning.

Procedural, Disciplinary, Substantive Knowledge and Concepts

Our geography curriculum comprises of four interrelated strands of knowledge/skills:

Procedural knowledge represents the skills of a geographer. This knowledge drawn from the National Curriculum programmes of study and is organised into a vertically integrated progression so that the children revisit and deepen their knowledge and understanding in each year group as they move through school.

Disciplinary knowledge represents the ways in which the substance of geography is understood, organised, debated and generated.

Substantive knowledge represents the geographical content that is taught each year – in planning, - this knowledge is presented as specific 'learning outcomes' – the content we want the children to know and remember.

Substantive concepts are specific terms that often don't have a fixed meaning, and as a result, are context dependent. In geography, this would include concepts such as Water, Migration or Climate. Substantive concepts appear throughout the geography curriculum and are explored in different classes through different aspects of geography.

Implementation – continued

Vocabulary

Vocabulary is carefully planned to feed through from EYFS to Year 6, ensuring pupils meet key terms in different contexts. This vocabulary is not exclusive to geography but inclusive to the wider curriculum. Key vocabulary is highlighted on the progression of skills document and shows the context in which pupils have met the words previously. This provides pupils with the opportunity to have a fully developed understanding of key geographical terms by the end of KS2.

Assessment

We believe that assessment in Geography is more than just knowing facts, names or places. We assess the children's ability to apply their knowledge with a final assessment piece at the end of each project. This provides information on the children's ability to use a combination of substantive, disciplinary and procedural knowledge.

Resources

Maps, globes and atlases provide much more than just a location. They give children a sense of perspective when they see that they are part of a larger world, which can instil a desire to learn more about the places on a map than just their names. By studying maps and globes, children also learn much about a country, including information about its landforms, bodies of water, natural resources and climate.

Opportunities

Trips, excursions and visitors bring the geography curriculum to life, for example a talk from a mountaineer, a visit to the Living Rainforest. They allow to pupils to experience aspects of geography from experts and provide them with an opportunity to practise disciplinary knowledge. Field work is integral to the curriculum and is planned with purpose.

Repetition and Retrieval

Our geography curriculum is built upon high levels of repetition to ensure that our pupils can do more and remember more as they progress through school.

The two strands of Procedural knowledge and Disciplinary knowledge are revisited and developed every year. This repetition ensures that our pupils reach the end of KS2 with the ability to apply the skills and conceptual frameworks of geographers with high levels of independence.

Substantive concepts are repeated in order to develop resonance. Concepts are unpicked, defined and put into context to support the pupil's immediate understanding of the area being studied, whilst also broadening their wider understanding of geography as a discipline.

During the course of their geography project, we share significant amounts of substantive knowledge with our children. In planning, our specific learning outcomes detail the substantive knowledge that we want the children to know and remember. Retrieval practice is used during the course of the project to ensure that key knowledge is revisited and remembered.

Long-term retrieval opportunities are created by revisiting topics beyond the term in which the subject is being studied. This is planned and structured so that pupils are given the opportunity to recall key elements of previously studied content; ensuring that it is further embedded in long-term memory.

Inclusivity

The content of the curriculum is not reduced for pupils with SEND, rather the manner in which they access the curriculum and produce work related to it, is amended to suit their needs. Any adaptations concentrate on how the content is taught, rather than the content. High expectations exist for all pupils at their own level of understanding.

Impact

Create confident geographers who will move through, and leave the school, with the self-assurance that they understand the world around them and the impact their activities can have on the world around them

Pupils know more and remember more of their geographical knowledge. They demonstrate good progress from their own starting points

Pupils can understand and use geographical vocabulary and their association of it with relevant images or features

Give pupils an insight into how physical and human geography can both influence and be influenced by human activities on a local, national and international scale

Have 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

Pupils can recognise and appreciate the diversity of the world around them, challenging stereotypes that they encounter