

Geography at East Park Academy

INTENT

At East Park Academy, our Geography curriculum aims to fulfil and exceed the requirements of the National Curriculum for Geography; providing a broad, balanced and progressive curriculum that prepares children for life in modern Britain and promotes empathy, tolerance and curiosity of other cultures. It is our intent that children develop a balance of rich knowledge and skills that are transferable across the curriculum; they can then be used to promote their spiritual, moral, social and cultural development. We recognise the capacity that Geography has to make tangible and effective connections across subjects. Through Geography, we intend to encourage children to have a holistic appreciation of how the world works and of the interconnections between concepts such as scale, community, cultural diversity, interdependence and sustainability. At East Park, Geography is a subject that contextualises and extends the possibilities for developing and applying language and mathematics, and enriches understanding of, and in, subjects including Science, History, Art and Design.

We intend for Geography teaching to motivate children to explore the physical world and enable children to recognise the importance of sustainable development for the future of humankind. We intend to inspire children to have a fascination about the world and its people, which will remain with them for the rest of their lives. Geography is, by nature, an investigative subject, which should develop an empathetic understanding of human concepts - our concepts have been thoughtfully crafted and progressively structured to meet the needs of children in our East Park community.

Our Geography curriculum is designed to enable each pupil to:

- discover more about the world they live in on both a local and global scale
- develop proficiency in asking relevant questions, collecting and analysing data, and drawing conclusions through Geographical enquiry.
- demonstrate a commitment to sustainable development and an appreciation of what 'global citizenship' means.
- increase their knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a tolerant and empathetic citizen in a multi-cultural society.
- know the location of the world's continents, countries, cities, seas and oceans.
- develop the skills of interpreting a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).
- understand how human and physical features of a place shapes it location and can change over time.
- explore key concepts and questions that link to the topic they are studying.

IMPLEMENTATION

At East Park Academy, we are committed to teaching high quality Geography lessons that meet the aims outlined and that are inclusive of all children.

In the Early Years, we use exploratory play and investigation for the children to begin making sense of their physical world, technology and their community. They will learn about their own immediate environment i.e. the rooms in their house and the wider local area, such as shops and parks, and the similarities and difference in other places. Through teaching in the moment, relevant stories and new language they will also learn about similarities and differences between different religions and cultures, to promote understanding tolerance, respect and harmony.

From Years 1 to 6, one afternoon per week is dedicated to the high quality teaching of Geography; the subject is taught through a termly Geography topic and is revisited throughout the year in the other 'History' or 'Art and design' termly topics, so that children can achieve depth in their Geographical knowledge and understanding. Geography is taught as part of our Humanities learning and appears in Humanities exercise books. It is taught for between 1 and 2 hours per week depending on the topic focus (Geography, History or Art and Design). This is further supported by setting home learning opportunities that correlate with the Humanities topic being studied.

The staircase-planning document identifies the key knowledge and skills of each topic and consideration has been given to ensure progression across topics throughout each year group across the school. At the beginning of each topic, children are able to convey what they know already as well as what they would like to find out. This is taken into account when planning future lessons in order to capitalise on children's interests.

Cross curricular outcomes in Geography are specifically planned for, with strong links between geography, citizenship, Maths and English lessons identified, planned for and utilised. The local area is fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice.

Oracy

Oracy will not be taught as a discrete subject at East Park; instead, oracy skills are woven into every aspect of our curriculum. In Geography, children will be given the opportunity to plan, develop, rehearse and perform an 'oracy based outcome' per term. This could include a debate, news report, speech, advert etc.

Adding Cultural Capital

- Either an external visit, visitor or 'theme day' per term to enrich the topic
- Planned opportunities that create awe and wonder
- Language and aspiration rich classrooms
- Context relevant concepts taught progressively
- Oracy outcome per term
- Extra-Curricular Geography Club
- Geography Enrichment week

Assessment

The majority of the assessment of Geography is formative and is conducted by teachers during the learning process in order to modify teaching and learning experiences to improve attainment.

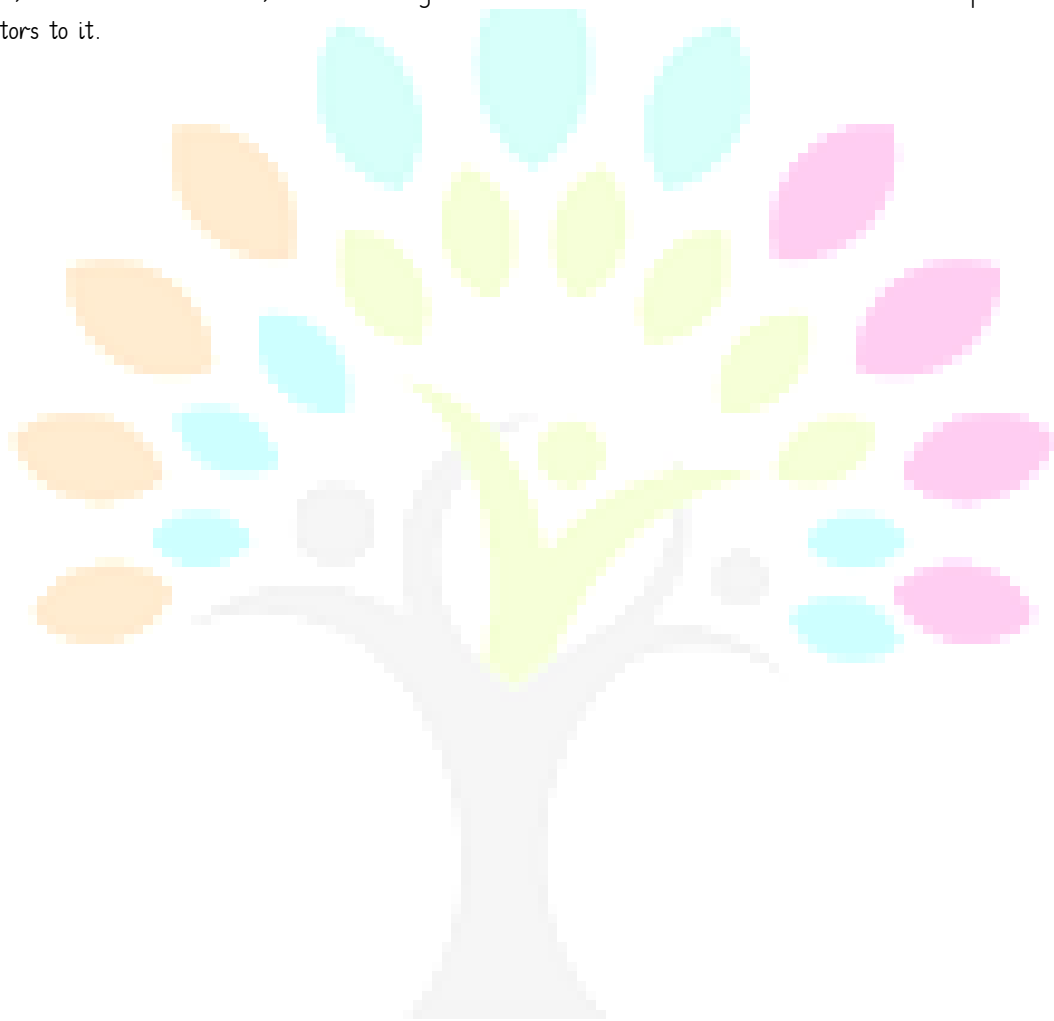
- Skilful questioning
- TAF's used to ensure full and balanced coverage of skills taught and highlight individuals who may need extra support to reach or exceed the target (SEND/GDS)
- Responsive teaching
- Continuous dialogue with children
- Listening to discussions

IMPACT

Outcomes in Humanities and English books evidence a broad and balanced Geography curriculum and demonstrate children's acquisition of identified key knowledge. Children review their successes in achieving

the lesson objectives at the end of most lessons; this, combined with highly effective questioning, listening to and participating in dialogue, teachers can assess their depth of understanding.

As children progress throughout the school, they develop a deep knowledge, understanding and appreciation of their local area and its place within the wider geographical context. Geographical understanding, as well as children's spiritual, moral, social and cultural development is further supported by opportunities to explore meaningful concepts that are revisited in increased depth year on year. Through active engagement in Geography learning at East Park, children are enabled to learn not only about the world, but also how it works, how it fits together and how to make a difference and become positive contributors to it.



East Park