



Geography

at Wolverton Primary School

Impact

Each enquiry which forms our programme of learning and teaching in geography sets clear objectives and outcomes for the pupils in terms of knowledge and understanding and skills acquisition. We ensure that when assessing our pupils evidence is drawn from a wide range of sources to inform the process including interaction with pupils during discussions and related questioning, day to day observations, practical activities such as model making and role play drama, the gathering, presentation and communication of fieldwork data and writing in different genres. The outcomes of each enquiry serve to inform the teacher's developing picture of the knowledge and understanding of each pupil and to plan future learning accordingly.

At the end of each year we make a summative judgement about the achievement of each pupil against the subject learning goals for geography in that year. At this point we decide upon a 'best fit' judgement about the children's progress which is reported to parents.

Aims for Geography

The study of geography involves our pupils exploring the relationship and interactions between people and the environments in which they live and upon which they and all life on Earth depends. Many of the pupils who now attend our school will live to see the next century and inhabit a world of 11 billion people.

The many opportunities and challenges that will arise during their lifetime will be very much about geography at personal, national and global scales. What we intend pupils to learn in geography reflects this throughout the curriculum.

Intent

We have established a school curriculum plan for geography which is:

- » Aspirational in terms of instilling in our pupils a desire to achieve the highest levels of success through providing them with the opportunities to excel in terms of their acquisition of long lasting knowledge and understanding and mastery of core geographical skills. Such high aspirations are clearly identifiable in the progressive and increasingly challenging objectives of the schemes of work of each enquiry, which define what the pupils will know, understand and be able to do.
- » Logical, relevant, broad and balanced in terms of the areas of subject content we have selected which reflect the guidance of and are commensurate with the demands of the National Curriculum.
- » Sequenced to ensure that pupils can build on previous knowledge and understanding as they tackle more complex and demanding enquiries.
- » Relevant in terms of the careful consideration that has been given to the selection of geographical enquiries.

Implementation

We adopt an enquiry focused approach to learning and teaching in geography which develops our pupils as young geographers. Through enquiry our pupils not only build subject knowledge and understanding but become increasingly adept at critical thinking, specialised vocabulary and their grasp of subject concepts. 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 this provides sufficient time and space for our pupils not only to acquire new knowledge and subject vocabulary but also to develop subject concepts and understand the significance of what they have learned. Each enquiry is 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 the question posed at the beginning of the investigation. Our learning and teaching in geography also recognises the importance of fieldwork with a number of our investigations involving observation, recording, presentation, interpretation and the evaluation of geographical information gathered outside of the classroom.