

Geography Vision Statement

At Alexandra Park Primary School we provide our children with a high-quality geography education that 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 will 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.

Care

Pupils are encouraged to care about the world around them. Through geography children explore topics such as climate change, food, water and energy, all of which require understanding of interdependence. Geography supports children to develop an understanding of 'place', their own place in the world and that of other people.

Aspire

Studying Geography enables children to have an awareness of a place. Through enrichment opportunities and fieldwork children have the opportunity to experience 'hands on' experiences and make connections with the world around them.

Achieve

Our Geography curriculum ensures that children achieve a balance of knowledge and skills in each unit of study. Knowledge is built upon in each lesson. Teachers ensure that children are supported through scaffolding and challenge ensuring that all pupils can achieve in every lesson.

Intent

At Alexandra Park Primary School we believe that Geography inspires pupils' curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Children are encouraged to develop their 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. The Geography curriculum at Alexandra Park enables children to develop knowledge and skills that are transferable to other subjects. The curriculum is designed to ensure that as pupils progress through school, their growing knowledge about the world helps to deepen their understanding between physical and human processes, and of the formation and use of landscapes and environments. geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time. Progression grids and long term plans are designed to ensure that learning is sequential and developed over time and allows children to build on prior knowledge to ensure that children know more and remember more.

Implementation

At Alexandra Park we implement a Geography curriculum that is progressive throughout the school covering the key strands of The National Curriculum. Geography is taught as part of a termly topic, focusing on the knowledge and skills stated in the National Curriculum ensuring that knowledge builds progressively and that children develop skills systematically. Connections between subjects are made to reinforce learning where appropriate. Geography teaching focuses on enabling children to think as Geographers. A variety of teaching approaches are used and lessons are planned to include opportunities for children to work as pairs, in groups and to work independently. Within our Geography teaching we include 'The Seven Steps' to support children to develop key knowledge and vocabulary. (Movement, Games, Creativity, Ownership, Challenge, Meaning, Celebration). New information and knowledge is introduced in small steps. Effective questioning is a crucial component of all our lessons. Key questions are planned to encourage children to think about their learning, to reflect upon previous learning and to make connections between new and existing learning. We also encourage them to build upon their peers' learning. We encourage adults and children to use both rich language and precise vocabulary linked to the subject area that they are studying so that they can understand it and can then use it to reason, articulate and make generalisations. To ensure that the children get the best support in lessons, children have access to various resources to help them find out more.

Impact

Evidence through pupil voice and outcomes in books will show that children can articulate and demonstrate their geographical knowledge using the correct vocabulary. The use of COLAs (consolidation of learning activities) also provides a chance for children to recall and express their learning of the key concepts and questions in a unit. Children will be able to make connections between the Earth's physical and human processes. Children will be able to talk about how maps are used and how we interpret information from a range of sources.

